.50
3-1

Blessed is, he who is absent-minded. For him there shall be no remembrance of the sorrows and toil of the past, to cloud the visions of the future.

Blessed is he, who expects nothing; for he shall not be disappointed.

J. H. Tolman

WRITTEN ENGLISH

A COURSE OF LESSONS IN THE MAIN THINGS TO KNOW IN ORDER TO WRITE ENGLISH CORRECTLY

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PREFACE

THE object of this book is to teach students to write correctly — not to teach them to write with literary excellence. That instruction in composition, as at present carried on both in school and in college, fails to teach students to write correctly is a matter of common observation and complaint. The reason for this general deficiency is that instruction in the principles of elementary correctness is largely desultory, irregular, and insufficient; to a large extent our students are left to pick up for themselves, through observation and through random notes in the margins of themes, principles that cannot be learned without thorough, systematic, long-continued discipline. And one reason why such discipline is not given is that the necessary apparatus for giving it is wanting. For, although good statements of the principles of correctness in written English are given in innumerable books, and although innumerable books provide good exercises in some of those principles, no book hitherto published provides, so far as I know, a system of discipline in those principles that is adequate in scope and effective in method. To furnish such a system is the purpose of the present book.

Correctness in written English (the term *correctness*, as I use it here, includes not only conformity to rules fixed by convention, but also conformity to obvious rules of common sense) is made up chiefly of the following elements:

I. Correctness of vocabulary — that is,
   1. Avoidance of incorrect words
   2. Avoidance of the use of correct words in wrong senses

II. Grammatical correctness — that is,
   1. Avoidance of the use of words in wrong parts of speech
   2. Avoidance of errors of inflection
   3. Avoidance of errors of syntax
   4. Avoidance of unidiomatic combinations of words

III. Correctness in reference — that is, in the use of pronouns and other reference words

IV. Elementary rhetorical correctness in sentence-structure — that is, fulfillment of the following conditions:

1. That sentences shall possess unity
2. That sentences shall not contain unrelated or misrelated participles or other modifiers
3. That modifiers shall not be misplaced
4. That incorrect ellipsis shall not be used
5. That there shall be a reasonable correspondence between logical coördination and subordination on the one hand, and grammatical coördination and subordination on the other
6. That the principles of parallelism shall be observed
7. That the members of a sentence shall agree logically with one another
8. That the structure of sentences in a composition shall be varied to a reasonable extent

V. Elementary correctness in composition-structure — that is,

1. Observance of the principle of unity
2. Organization according to a definite, logical plan
3. Avoidance of flagrant disproportion between coördinate parts

VI. Mechanical correctness — that is,

1. Correct manuscript-arrangement
2. Correct spelling
3. Correct use and non-use of the hyphen and avoidance of incorrect compounding
4. Avoidance of improper abbreviations
5. Correct representation of numbers — by figures or by words, as the case may be
6. Correctness in the division of words when words are broken at the ends of lines
7. Correct capitalization and non-capitalization
8. Correct punctuation
9. Correct division into paragraphs

VII. Observance of conventional forms in letter-writing.

All these elements of correctness will be dealt with in the present book; the principles pertaining to them all will be stated and illustrated; abundant (and I hope effective) exercises for fixing these principles in the student's memory and practice will be provided. The present volume covers only a small part of the ground to be covered by the completed book. This volume deals only with

The principles of manuscript-arrangement
The leading principles of grammatical correctness
The leading principles of punctuation
The leading principles of conventional usage in letter-writing
A few principles of spelling

Now as to the methods by which this book undertakes to give instruction in the principles of correctness in written English.

1. In the first place, I am convinced that a knowledge of those principles must, if it is to be any more than a smattering, be built upon a knowledge of the leading parts of grammatical theory and terminology. I am also convinced that the study of grammatical theory, in order to serve successfully as a foundation for the understanding of practical principles, must accompany — must be dovetailed with — the study of the practical principles; that the study, for instance, of the theory of subject and predicate should be followed by the study of practical rules relating to this theory, the study of the theory of object and predicate substantive by the study of practical rules concerning object and predicate substantive, and so forth. These beliefs have been applied in the organization of the present system of instruction. In the presentation of grammatical theory and terminology no previous knowledge of the subject on the part of the student is assumed. For students who have such a knowledge, the review with which the discussion in this book will provide them will, I think, be well worth while. The grammatical terminology employed in this book is in general that jointly recommended in 1913 by the National Educational Association, the Modern Language Association, the American Philological Association, and the National Council of Teachers of English. My reasons for adopting this terminology I will not here take time to discuss fully; I will only say that, as to the need of a reform in our present confused and confusing terminology, I am heartily in accord with the joint committee that drew up the new system, whose report I commend to the reader; and that the system proposed by this committee seems to me to offer a means of satisfactorily accomplishing the needed reform. Another matter of nomenclature — the use of the term *independent predication* — is discussed in the Appendix.

2. I have tried to present the various elements of correctness, together with the related matters of grammatical theory, in such an order that every lesson will furnish the maximum of aid in the study of subsequent lessons. This is of course not the order in which those elements are enumerated above; for the best order for a convenient enumeration is in this case (as in many others) not at all the best order for effective teaching.

3. The book proceeds on the principle that effective instruction requires not only clear statement but abundant drill. The bare rules of correctness in written English could be stated within a dozen pages; but the necessary illustrations, the necessary exercises, the necessary discussion of grammatical theory, the necessary exercises upon that discussion, the necessary repetitions and reminders — these matters require hundreds of pages.

4. I agree with everybody else that, in order that the student may thoroughly learn the principles of correctness and be able to make use of them in his own practice, he must do a great deal of writing. But I think that only a small proportion of this writing should be the product of original composition; and that what little original composition is done should consist of the plain statement of simple facts familiar to the student. Hence the relatively small amount of original composition required of the student by this course of lessons, and the character of the few tasks in original composition that are set.

5. The book provides that the instruction in those matters with which it chiefly deals shall be constantly accompanied by incidental instruction in various other details of the art of writing English correctly. For example, a large proportion of the exercises are composed of words which are commonly misspelled. (See for example class assignments xxiii and xxiv and themes 19 and 20.) The object of this device is that, simultaneously with the study of matters other than spelling, the student may constantly be acquiring and strengthening the habit of spelling these words correctly. Similarly the irregular verbs in the inflection of which errors are common are frequently used in a number of exercises, so that the performance of the exercises may incidentally counteract one of the common tendencies toward grammatical error.

(See assignments xxiv and xxvB and themes 19B and 20B.) Practice in punctuation, spelling, capitalizing, the use and non-use of the hyphen and of the apostrophe is furnished by the M themes (see page 100). Finally, for information on miscellaneous points the student may, as occasions arise, be referred to the Supplementary Rules and to the Glossary. I advise teachers to use the Glossary solely for the purpose of correcting the mistakes of individual students, and even for that purpose to use it sparingly. It is not desirable that discussion of common errors — such as the confusion of *accept* and *except*, *to* and *too*, *lead* and *led* — should be read by students who do not commit those errors. Nor is it desirable that a student who commits many errors should be required to correct them all at once. It is unwise, I think, for a teacher to mark every mistake in every theme. If indications of error are too numerous, they are likely to confuse and discourage the student, and are almost sure to fail of their purpose. Violations of principles *previously studied* should be pretty thoroughly marked; but violations of principles *not previously studied* may well be overlooked to a large extent. Still, a few notes on simple matters not treated in previous lessons may now and then be advantageously made — notes on the apostrophe in *o'clock*, for example, or the right preposition with *different*, or the correct use of *help* in the sense of *avoid;* and in such cases the teacher can make the desired note quickly by underlining the expression to be corrected and writing in the margin of the theme "Gl" (Glossary). (See page 66.)

6. The sequence of class assignments and theme assignments has been so arranged that for the writing of nearly every theme the student will have received special help and preparation from a class exercise previously held. For example, on a given day the class will recite on chapter xxx and will do on the blackboard class assignment xxx. But the theme which in subject matter corresponds to class assignment xxx will not be handed in on the same day; it will be written after the students have, with the teacher's help, done class assignment xxx, and will be handed in at the *next* class session. Thus the theme assignment in every chapter, with a few exceptions, is linked with the class assignment in the *preceding* chapter.

7. All the directions to the student as to how the various exercises are to be done are printed in italics and numbered. The object of this arrangement is to facilitate the citation by the teacher of any direction of which students may need to be reminded. Most of these directions will be in force for only a few days after they are read. For example, direction 129 concerns the preparation of theme 14; after theme 14 is corrected, there will be no further use for direction 129. But while the teacher is correcting theme 14, he will find it convenient to be able to cite the directions concerning it merely by writing "129." Of the several hundred numbered rules in the book, the great majority are like number 129 — directions for specific tasks, and numbered for the teacher's temporary convenience. The rules that deal with matters of permanent importance in writing are comparatively few. A synopsis of those in the present volume is printed on pages xi–xiii, and their small scope is indicated on page v. Both the permanent rules of practice and the temporary directions have been put under a single system of reference numbers because this arrangement, I think, will best facilitate citation.

I have said that the object of this book is to teach students to write correctly. In planning the book I have not forgotten that other factors besides a knowledge of the elements of correctness are involved in writing correctly. Much incorrectness is found in the work of students who are well versed in the principles which they violate, but who have not the power to be careful when they write; and much does not consist in the violation of any specific principles, but is simply the product of confused thought. Besides a knowledge of the elements of correctness, effective care and straight thinking are essential to good writing. But to develop the power of effective care and the power of straight thinking is not the special business of any one department of instruction; it is the common business of all. How can the department of English composition best perform its share of this business? By assigning tasks that require care and straight thinking. No tasks, I think, are better qualified in this respect than those connected with the thorough mastery of what I have called "the main things to know in order to write English correctly."

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[All Numbers Refer to Rules.]

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* A predication of class 1 is one that is not joined to a following predication by *and*, *but*, *for*, *or*, *nor*, or *neither*. A predication of class 2 is one that is joined to a following predication by *and*, *but*, *for*, *or*, *nor*, or *neither*.

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WRITTEN ENGLISH

CHAPTER I

MANUSCRIPT

THE first thing that we shall study is how to make our writing easy to read, neat, and attractive to the eye.

Look at the facsimile of a manuscript on page 2. The penmanship is not bad, except that there is some carelessness in the dotting of *i's* and *j's;* but the manuscript is not legible, neat, or attractive. Why? Because the writing is too crowded. The lines are too close together, and in some places the words are too close together.

Now look at the facsimiles on pages 3 and 4. See how much easier to read, neater, and more pleasing to the eye these manuscripts are. Why are they so? Partly, to be sure, because the penmanship is better; for, though the letters in the manuscript represented on page 2 are well formed, they are somewhat inclined to sprawl, whereas the words on pages 3 and 4 are compactly written; compact penmanship looks better than loose, spreading penmanship. But the chief reason for the greater legibility and better appearance of the manuscripts on pages 3 and 4 is that in them there is no crowding; the lines are well separated

On arriving there, the first thing to do was to feed the cows silage. This task completed, two barrels of sugar beets had to be run through the cutting machine for the next course of the cows' breakfast. While they were eating, those cows to be used in the stock judging classes had to be.

POOR MANUSCRIPT.—LINES AND WORDS CROWDED TOO CLOSE

other people can understand his views on the trust question.

There are many directions from which the economic question may be viewed. Some people claim that prices can be regulated by monopoly, others by the regulation of competition, and still others by co-operation We are now living in the age of co-operation. Farmers co-operate to secure better

round and flattened issued from
the cavity. It was the center to
which these five limbs were
attached like spokes of a wheel.
On the opposite side of this
center Gilliatt saw the commence-
ment of three other limbs. The

GOOD MANUSCRIPT. — LINES AND WORDS PROPERLY SPACED

from one another; and there is liberal space between all consecutive words.

To make a good manuscript, observe these rules:

1 **Put lines of writing so far apart that midway between every two consecutive lines you could draw a horizontal mark which would not touch any letter above or below.**

Notice how this rule is observed in the following specimen:

has no control over prices. If free com-

petition had control over prices, it would

also have control over the quality of an

article placed on the market, and in the

2 **Leave at least a quarter of an inch of space between every two consecutive words.**

For example:

after I became better acquainted with

him, he proved himself not only

These two rules are particularly important. But observe the following also:

3 **Between a period and a word following it on the same line, leave double the usual space between words.**

For example:

You did it. You can't deny it.

4 The same rule applies to semicolons, colons, question marks, and exclamation marks.

For example:

I hear a voice; what can it be?
We studied these books: Kenilworth, and The Vicar of Wakefield.
Where is it? Don't you know?
Help! The rope is slipping!

5 When you use quotation marks, see that they stand closer to what they enclose than to words that may precede or follow. That is, leave extra space before the quotation if a word precedes it on the same line, thus:

He replied, "My mind is made up."

and leave extra space after the quotation if a word follows it on the same line, thus:

"We are very poor," he said

6 If an expression like *he said* is placed in the midst of a quotation, leave extra space before and after the *he said*.

For example:

"Well," said Henry, "where is it?"

7 In writing, do not try to shape quotation marks like printed ones; make little straight parallel strokes, thus:

" We shall see," he answered.

8 Likewise make apostrophes with a short straight stroke, thus:

It's strange how Mary's looks have changed.

9 And when you put an apostrophe between two letters, leave extra space between those letters, thus:

Hasn't your father's money been found?

10 Do not crowd marks of punctuation close to one another or to the words next them.

The punctuation marks in the following specimen are badly placed:

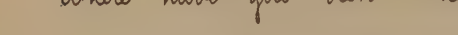
"My message?-my message?"he repeated."What message?What are you talking about?"

In the following they are well placed:

"My message?- my message?" he repeated. "What message? What are you talking about?"

11 Never put a quotation mark directly above another mark.

The second and fourth quotation marks are badly placed in the following specimen:



They are well placed in the following:

Class Assignment I

In preparation for the next session of the class —

A. Read the preceding part of this chapter.

B. In connection with your reading of the rules, examine carefully all examples.

C. Do not try to commit the rules to memory word for word. You will not be asked to recite them in class.

D. But try to understand every word that you read; and be ready to explain in class the meaning of any expression about which the teacher may ask you. Be ready to explain, for example, what the following words and phrases mean:

facsimile (page 1)
manuscript (page 1)
legible (page 1)
compact (page 1)
liberal (page 5)
consecutive words (page 5)
observed (page 5)
specimen (page 5)
parallel (rule 7)
stroke (rule 8)
likewise (rule 8)
word for word (paragraph C, above)
recite (paragraph C, above)
expression (paragraph D, above)
phrase (paragraph D, above)
passage (paragraph E, below)
below (paragraph E, below)
rules 4–9 (paragraph E, below)
What does "4–9" mean?
What is the difference between "4–9" and "4, 9"?
criticize (paragraph F, below)

E. Be ready to copy on the blackboard any of the passages printed in smaller type below, observing the rules in

the present chapter. For instance, be ready to put passage (1) on the blackboard, observing rules 4–9. Rules 1, 2, and 3 are, of course, to be observed in the copying of every passage. In order to be ready for the blackboard work, practice copying these passages on paper.

F. Be ready to criticize the blackboard work of other members of the class, to tell whether any piece of work about which you may be asked has been correctly done, and to tell what rules, if any, are violated in any piece of work.

Passages to be Copied on the Blackboard

(1)

"What did you say, my little fellow?" asked she.

"Mother wants to know," repeated Ned Higgins, more distinctly, "how Old Maid Pyncheon's brother does? Folks say he has got home."

(2)

"My cousin Hepzibah's brother!" exclaimed Phoebe, surprised at this sudden explanation of the relationship between Hepzibah and her guest. "Her brother! And where can he have been?"

(3)

"Is it possible that you are Phoebe Pyncheon, only child of my dear cousin and classmate, Arthur? Ah, I see your father now, about your mouth! Yes, yes! we must be better acquainted! I am your kinsman, my dear."

(4)

He was a middle-aged and really handsome man, with a wig flowing down upon his shoulders; his coat was of blue velvet, with lace on the borders and at the buttonholes; and the firelight glistened on the spacious breadth of his waistcoat, which was flowered all over with gold.

(5)

"You sent for me," said he. "Be pleased to explain your business, that I may go back to my own affairs."

"Ah! excuse me," said Mr. Pyncheon, quietly. "I did not mean to tax your time without a recompense. Your name, I think, is Maule, — Thomas or Matthew Maule, — a son or grandson of the builder of this house?"

(6)

The judge, beyond all question, was a man of eminent respectability. The church acknowledged it; the state acknowledged it. It was denied by nobody. In all the very extensive sphere of those who knew him, whether in his public or private capacities, there was not an individual who would have dreamed of seriously disputing his claim to a high and honorable place in the world's regard.

(7)

The conductor now applied for their tickets; and Clifford, who had made himself the purse-bearer, put a bank-note into his hand, as he had observed others do.

"For the lady and yourself?" asked the conductor. "And how far?"

"As far as that will carry us," said Clifford. "It is no great matter. We are riding for pleasure merely!"

(8)

Up, therefore, Judge Pyncheon, up! You have lost a day. But to-morrow will be here anon. Will you rise, betimes, and make the most of it? To-morrow! To-morrow! To-morrow! We, that are alive, may rise betimes to-morrow. As for him that has died to-day, his morrow will be the resurrection morn.

(9)

"Shall I light a lamp, Cousin Hepzibah?" she asked.

"Do, if you please, my dear child," answered Hepzibah. "But put it on the table in the corner of the passage. My eyes are weak; and I can seldom bear the lamplight on them."

(10)

There was a vertical sundial on the front gable; and as the carpenter passed beneath it, he looked up and noted the hour.

"Three o'clock!" said he to himself. "My father told me that dial was put up only an hour before the old colonel's death. How truly it has kept time these seven-and-thirty years past! The shadow creeps and creeps, and is always looking over the shoulder of the sunshine."

CHAPTER II

MANUSCRIPT — Continued

In the preceding chapter we studied some rules about the relative position of lines and the relative position of words and marks of punctuation. In the present chapter we shall study the subject of indenting.

The word *indent* means, as you know, to make a dent, or depression. *To indent* in writing or printing means *to make a dent in the left-hand margin.* For example, look at the following facsimile:

motionless hand, has an
effect of terror which we
do not find in any other
accompaniment of the old
scene before us.

But listen! That puff
of the breeze was louder;
it had a tone unlike the

Notice that the left-hand margin is straight except at the sixth line. That line begins farther to the right than the other lines, so that at that place there is a dent in the margin. Indenting, then, is beginning a line in this way.

It is important to understand indenting — or *indention*, as it is often called — because, unless we do understand it, we cannot paragraph correctly; and how to paragraph is one of the main things to know about writing English. Look at the following passage in smaller type; do not read it, but just count the paragraphs.

> It was strewn about with a few old books, and a work-basket, and a dusty writing-desk; and had, on one side, a large, black article of furniture, of very strange appearance, which the old gentlewoman told Phoebe was a harpsichord. It looked more like a coffin than anything else; and, indeed, — not having been played upon, or opened, for years, — there must have been a vast deal of dead music in it, stifled for want of air. Human finger was hardly known to have touched its chords since the days of Alice Pyncheon, who had learned the sweet accomplishment of melody when she was in Europe.
>
> Hepzibah bade her young guest sit down, and, herself taking a chair near by, looked as earnestly at Phoebe's trim little figure as if she expected to see right into its springs and motive secrets.
>
> "Cousin Phoebe," said she, at last, "I really can't see my way clear to keep you with me."
>
> These words, however, had not the inhospitable bluntness with which they may strike the reader; for the two relatives, in a talk before bedtime, had arrived at a certain degree of mutual understanding.

You see at a glance that there are four paragraphs. How do you know there are four? You know it by the indention. Wherever there is an indention, you know that a paragraph begins; and you know that

that paragraph continues up to the next indention. There is, to be sure, another thing that shows you where a paragraph ends — namely, the partially blank line at the end; when you see that after the words "and motive secrets " the line is left blank, you know that that is the last line of the paragraph. But it may often happen, as it does at the end of the first paragraph, that the last word of a paragraph comes at the very end of the line; in that case it is only the indention of the next line that shows you that the preceding paragraph has come to an end.

These are the rules concerning indention in manuscript:

12 **Indent the first line of a paragraph about one inch; that is, begin the first line about one inch farther to the right than lines that do not begin paragraphs.**

For example:

But perhaps to people who
live crowded together in close-
ly built cities the life of a
Mount Desert family seems
solitary and dreary. They can

13 **Do not indent any line that does not begin a paragraph.**

For example, the following passage is incorrectly written:

robins and thrushes, and the rustling of the trees in the wind. They see the sky, the sea, the woods, the ponds, and the hills

The third line should be written without indention, as follows:

robins and thrushes, and the rustling of the trees in the wind. They see the sky, the sea, the woods, the ponds, and the hills

14 When a paragraph begins with a quotation, put the first quotation mark about one inch to the right of the margin, thus:

"Cousin," said Phoebe, "did you speak to me just now?"

"No, child," replied the older woman.

Fewer words than before, but with the same mysterious music in them!

15 A paragraph occupying only one line — that is, consisting of a very few words or of only one word — should be begun at the same distance from the left-hand margin as any other paragraph, thus:

"What is it then?"

The landlord answered quietly. "You have money."

"Yes."

"But I can't spare a room."

16 In writing numbered paragraphs, place the numbers about one inch to the right of the margin, thus:

1 Andrew Jackson was a general in the war of 1812.

2. The Civil War began with the firing on Fort Sumter in 1861.

3. Lincoln was re-elected President in 1864.

17 After the end of a sentence do not leave the remainder of the line blank unless the sentence ends a paragraph; begin the next sentence on the same line if there is room.

For example, the following passage is incorrectly written:

The star group, of the squills, garlics, and onions has always caused me great wonder.
I cannot understand why its beauty should have been associated with the rank scent which has been the means of degrading peasant life.

The third line should be filled out as follows:

The star-group, of the squills, garlics, and onions, has always caused me great wonder. I cannot understand why its beauty should have been associated with the rank scent which has been the means of degrading peasant life, and separating

18 Never let an unindented line follow a partially blank line; either fill out the first, or indent the second.

For example, the following passage is incorrectly written:

the fresh leaves; for though the Greeks
knew nothing about carbonic acid
they knew that trees and flowers
fed on air.
Now, note in this the myth of the air
getting at ploughed ground. You know

If the fourth line of this passage is not the end of the paragraph, then rule 17 is violated; and the line should be filled out, as follows:

the fresh leaves; for though the Greeks
knew nothing about carbonic acid
they knew that trees and flowers
fed on air. Now, note in this the
myth of the air getting at ploughed
ground. You know. I told you

If the fourth line is the end of the paragraph, then rule 12 is violated; and the fifth line should be indented, thus:

the fresh leaves; for though the Greeks knew nothing about carbonic acid, they knew that trees and flowers fed on air.

Now, note in this the myth of the air getting at ploughed ground.

19 **The first lines of all paragraphs should begin at the same distance from the margin; do not indent the beginning of one paragraph an inch, that of another two inches, that of another half an inch, etc.**

Class Assignment II

A. Be ready to explain in class the meaning of the following expressions used in the present chapter:

relative position of lines (first sentence of the chapter)
partially blank (rule 17)
hitherto (paragraph *B*, following)

B. Practice writing on paper the following passages, and be prepared to write them on the blackboard observing all the rules hitherto studied. Lines that would be indented an inch in manuscript should be indented six inches on the blackboard.

Passages to be written on the Blackboard

(1)

(Do not omit the "1," "2," "3," and "4.")

1. The second President of the United States was John Adams.

2. Louisiana became a state of the Union in 1812.

3. Grant was President for eight years.

4. Lincoln issued his emancipation proclamation on January 1, 1863.

(2)

"Now — now — I shall certainly awake!" thought she. "I can bear it no longer! I must wake up now!"

But it came not, that awakening moment! It came not, even when, just before they left the house, Clifford stole to the parlor door, and made a parting obeisance to the sole occupant of the room.

"What an absurd figure the old fellow cuts now!" whispered he.

(3)

His face darkened, and seemed to contract, and shrivel itself up, and wither into age.

"Never, sir!" he repeated. "I could never draw cheerful breath there!"

"I should think not," said the old gentleman, eying Clifford earnestly, and rather apprehensively. "I should conceive not, sir, with that notion in your head!"

(4)

(Do not omit the "1," "2," "3," and "4.")

The following rules I want you to observe with particular care in preparing your manuscripts:

1. Don't crowd lines.
2. Don't crowd words.
3. Leave extra space between a period and a word following it on the same line.
4. Indent the first line of every paragraph distinctly.

(5)

Walton arrived at the office at eleven o'clock. He looked anxious.

"Is there any mail for me?" he asked.

"Two letters," said I.

"On my desk?"

"Yes."

He went quickly to the desk and took up the letters.

(6)

I have three reasons for refusing to answer your question:

1. To answer it might lead to the capture of my friend, and I want him to escape.

2. I have pledged my word not to give the information you seek.

3. You have no right to ask.

(7)

Lippert recognizes two types of dress, to which he gives the names of Northern and Southern. They differ from each other markedly.

The Southern type of dress is directly developed from the shoulder cape and waist skirt. Its idea is covering and decoration; it presents soft fabrics draped gracefully upon the body.

The Northern type of dress embodies as its chief idea convenience and practicality; the ornamental origin is lost sight of; it includes the skin clothing of the Eskimos, and the protective idea is evident.

(8)

(Do not omit the "1," "2," and "3.")

The three classes of officials that you have mentioned are chosen in different ways.

1. Members of Congress and the President are elected by popular vote.

2. The higher officers of the administration are appointed by the President.

3. The lower employees of the government are selected through civil service examinations.

(9)

"Do you sell nails?" Mary asked.

"No," answered the clerk.

Mary thought it strange that nails were not sold in a hardware store. She continued.

"Have you steel knives?"

"Yes, ma'am."

"I want six."

"Yes, ma'am."

(10)

Mrs. Story barred the doorway angrily.

"You can't see him now," she said. "Come again later."

"But —" said the stranger.

"I tell you you can't see him," interrupted Mrs. Story.

"Is he busy?"

"Yes; very."

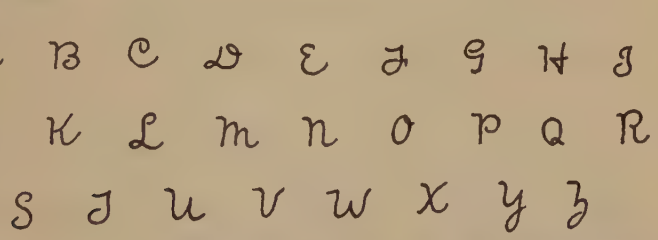
CHAPTER III

MANUSCRIPT — Continued

In chapters I and II we have been studying the position of the writing on the page. A few pieces of advice will now be given about the writing itself — that is, about the formation of the letters and other marks used in making a manuscript.

20 **Form your letters simply and neatly. Do not add to a letter lines that are of no use in making clear what the letter is.**

The following are good, simple forms for capital letters:

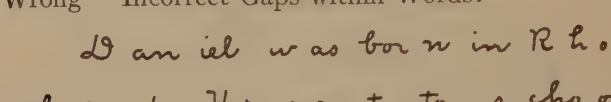


21 **Dot all small *i's* and *j's* carefully. An *i* is not complete if it is not dotted; a *j* is not complete if it is not dotted.**
22 **Place the dot of an *i* or a *j* exactly above the *i* or the *j;* do not place dots at random.**

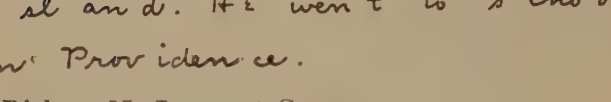
23 **Cross *t's* and *x's* carefully. Put the cross of a *t* across**
24 **the stem of the *t;* do not put it at random, away from the**
25 **rest of the letter. Make the cross of a *t* straight, level, and not more than a quarter of an inch long.**

26 **Do not leave gaps between consecutive letters in a word. Especially avoid leaving a wide interval between an initial capital and the rest of the word.**

For example compare the two following specimens:
Wrong — Incorrect Gaps within Words:



Right — No Incorrect Gaps:



27 **Do not write *and* on an oblique line.**

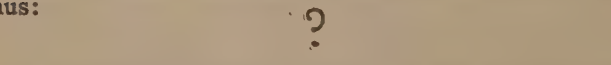
Wrong:

Right:

Bear in mind what was said in rules 7 and 8 about the shape of quotation marks and apostrophes.

28 **In making a colon or a semicolon, place the lower mark on the line and the upper mark above the line; and do not put the two marks too far apart.**

29 **Make question marks with just a curved line and a dot, thus:**



30 **In writing the Roman numbers I, II, and III, put a cross-stroke at the top and bottom, thus:**

I II III

These strokes are necessary to distinguish I, II, and III from 1, 11, and 111. But with other Roman numbers than these three, cross-strokes are unnecessary and in many cases
31 **incorrect. Omit cross-strokes except with I, II, and III.**

For example, the following forms are correct:

IV V VIII XLVII CMLIV

Queen Mary was succeeded by Henry VIII.

Leo XIII was a great man.

32 **The Roman symbol for 4 is IV. The symbol IIII is incorrect, except on the dials of timepieces.**

33 **Roman numbers were, according to old usage, always followed by the period. But this custom no longer obtains.**

For example, the following sentence is correctly punctuated:

Chapters V, VI, and VII are the most important.

Since we have mentioned Roman numbers, let us review the system by which those numbers are formed, to be sure that we understand it.

The system of numbers that we use in everyday life — consisting of the figures 1, 2, 3, etc. — is called the Arabic system, and those figures are called Arabic numbers, because the system was invented by the Arabs. The other system — consisting of the symbols I, II, III, IV, etc. — was invented in ancient Rome, and was the only one used in Europe until the twelfth

century, when the Arabic system was introduced there. Since that time the Arabic system, being much more convenient, has largely taken the place of the Roman. Still, Roman numbers are used to a considerable extent, for numbering volumes and chapters, for distinguishing rulers of the same name (as Henry V, Henry VI), for indicating hours on watches and clocks, and in some cases for designating dates. On the title pages of some books, for instance, we sometimes see MCMXV instead of 1915. Everybody should therefore understand the meaning of Roman numbers.

The chief symbols in the Roman system are these seven: I, V, X, L, C, D, M. Their values are as follows:

I = 1	L = 50	M = 1000
V = 5	C = 100	
X = 10	D = 500	

When two of these are combined and the second is of smaller value than the first, the two are added. For example:

VI = V + I = 6	LX = L + X = 60
XV = X + V = 15	CL = C + L = 150

When two are combined and the second is of larger value than the first, the first is subtracted from the second. For example:

IV = V − I = 4	XC = C − X = 90
IX = X − I = 9	CM = M − C = 900
XL = L − X = 40	

When two or three of equal value are combined, they are added. For example:

II = I + I = 2	CC = C + C = 200
XX = X + X = 20	MM = M + M = 2000
XXX = X + X + X = 30	

When a symbol stands between two others, both of larger value than itself, it is subtracted from the following one. For example:

XIV = X + V − I = 14
XIX = X + X − I = 19
LIX = L + X − I = 59
MCM = M + M − C = 1900

The following table will illustrate further how these principles are applied:

Roman	Arabic	Roman	Arabic	Roman	Arabic	Roman	Arabic
I	= 1	XI	= 11	XXI	= 21	DCI	= 601
II	= 2	XII	= 12	XXII	= 22	DCCX	= 710
III	= 3	XIII	= 13	XXX	= 30	DCCL	= 750
IV	= 4	XIV	= 14	XXXIX	= 39	CM	= 900
V	= 5	XV	= 15	XL	= 40	MD	= 1500
VI	= 6	XVI	= 16	XLV	= 45	MXC	= 1090
VII	= 7	XVII	= 17	LX	= 60	MCC	= 1200
VIII	= 8	XVIII	= 18	LXX	= 70	MCCC	= 1300
IX	= 9	XIX	= 19	LXXX	= 80	MCMI	= 1901
X	= 10	XX	= 20	XC	= 90	MCMXIV	= 1914

Class Assignment III

A. Be ready to explain the use of the following expressions:

at random (rule 22)
consecutive (rule 26)
interval (rule 26)
initial (rule 26)
oblique (rule 27)
the lower mark (rule 28)
the upper mark (rule 28)
the two marks (rule 28)
distinguish (rule 30)
symbol (rule 32)
dials (rule 32)
timepieces (rule 32)
usage (rule 33)
obtains (rule 33)
Arabs (page 23)
twelfth century (page 23)

B. Be prepared to put on the blackboard the Roman numbers corresponding to the following Arabic numbers:

Group 1: 7, 17, 27, 37, 47, 57, 67, 77, 87, 97.
Group 2: 93, 103, 203, 303, 403, 503, 603, 903, 1003.
Group 3: 29, 59, 89, 99, 709, 1719, 1889.
Group 4: 38, 39, 40, 41, 42, 43, 44, 45.

Group 5: 57, 58, 59, 60, 61, 64, 66, 71.
Group 6: 1492, 1884, 1898, 1903, 1912, 1915.
Group 7: 42, 62, 92, 102, 402, 602, 902, 1102.
Group 8: 54, 59, 64, 74, 79, 104, 109, 1604, 1609.
Group 9: 1620, 1789, 1802, 1832, 1850, 1861, 1893.
Group 10: 23, 34, 45, 56, 67, 78, 89, 99, 333.

C. Be ready to write the following passages on the blackboard:

(1)

She did not answer. She was looking steadily at the fire burning in the grate. At last she spoke.

"Mamma," she said, "will never give him up."

I suggested that I had better speak to Mrs. Wrackham.

"No," she said, "don't. She won't understand."

(2)

(Do not omit the "1." "2," and "3," at the beginning of the paragraphs.)

1. Henry II was born in 1133.

2. Richard III, a man deformed in body and cruel and wicked in character, was King of England in the latter part of the fifteenth century.

3. Edward VII was succeeded by George V.

(3)

(Do not omit the "1," "2," "3," and "4.")

1. Charles I was not so frivolous as Charles II.

2. Napoleon III was the nephew of Napoleon I.

3. Louis XIV was contemporary with Charles II.

4. Charles I had his Cromwell, Patrick Henry said, and George III should profit by Charles's example.

(4)

I said it seemed to me to be supremely funny. And he said I wouldn't think it funny if I were responsible for it.

"But you aren't," I said. "You must drop it. You can't be mixed up with that. The thing's absurd."

"Absurd? Absurdity isn't in it. It's infernal, Simpson, what this business will mean to me."

(5)

"What do you suppose she really thinks of them?"

That was it. She had never committed herself to an opinion. "You know," he said, "she never did."

"But," I argued, "you told me yourself she said they'd represent him. And they do, don't they?"

"Represent him?" He grinned in his agony. "I should think they did."

(6)

(Do not omit "1," "2," and "3.")

1. The ten commandments are found in Exodus, chapter XX.

2. The words "God so loved the world" etc. are found in the Gospel of John, chapter III.

3. Psalms I, III, VIII, and XIX contain many expressions that are often quoted.

(7)

Mrs. Maldon, suddenly noticing that one blind was half an inch short of the bottom of the window, rose nervously and pulled it down further.

"Why didn't you ask me to do that?" said Rachel, thinking what a fidgety person the old lady was.

Mrs. Maldon replied, "It's all right, my dear. Did you fasten the window on the up-stairs landing?"

(8)

"Hello, Mr. Brinkley," shrieked a shrill-voiced American boy from an upper window. "You're dreadfully late for dinner. And everybody's worried about Miss Hartley!"

Brinkley waved his hand to him and pursued Maud along the hall to the foot of the wide stairs.

"Mayn't I come up for a moment and meet your mother?" he begged. "I don't want to wait till morning."

(9)

Talbot looked rather blankly at the assemblage.

"You didn't tell me there was a party, Niblo," he said.

"Stage fright?" I asked, amusedly.

"Oh," he answered, "I sha'n't mind if you don't. Only we'll have to make it more elaborate now."

"Who's 'we'?" I said. "Don't count me in on it."

(10)

"Don't close the front door, dear," said Mrs. Maldon, stiffly. "There's some one there."

Rachel looked round. She had actually, in sheer absent-mindedness or negligence or deafness, been shutting the door in the face of a telegraph boy!

"Oh dear! I do hope —!" Mrs. Maldon muttered as she hastily tugged at the envelope.

CHAPTER IV

MANUSCRIPT — Continued

THE last group of general rules about manuscript-arrangement is to be presented in this chapter. After studying these and discussing them at the next class session, we shall be ready to write the first theme of this course — that is, the first manuscript to be handed to the teacher for criticism.

34 **Never write on ruled paper if you can avoid doing so. For letters, themes, newspaper articles, and all other compositions, use unruled paper. Learn to make a good manuscript without the help of ruled lines.**

While you are getting accustomed to writing on unruled paper, you may lay a sheet ruled with heavy black lines under the sheet on which you are writing, so that the lines will show through the upper sheet. But make yourself independent of such aid as soon as possible.

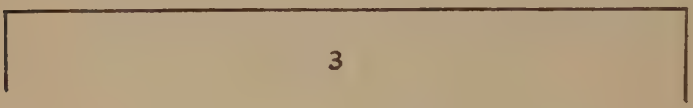
To write well and easily on unruled paper is an art that everybody can acquire with a little practice, and an art that everybody should be ashamed not to possess.

35 **Use black or dark blue ink. Do not use fine, light lines in forming your letters; make your writing heavy and black enough to be read with ease. A blunt pen is better than a**
36 **fine pen. Never use a pencil for letters or other manuscripts that are supposed to be written with care.**

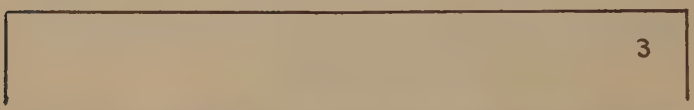
37 **In using paper other than note paper, write on only one side of each sheet.**

38 If a manuscript has more than one page, be sure to num-
39 ber the pages. Use Arabic numbers — not Roman. Put
40 the page number at the top of the page, either in the centre
41 or in the right-hand corner. Put down the number only;
do not use a period or any other marks with the number.

For example, the number at the top of page 3 should stand thus:



or thus:



42 If the composition has a title, write the title two inches
43 from the top of the page. And leave an inch of space between
the title and the first line of the composition.

44 If the title is so long that it occupies more than one line,
do not indent the first line, but indent the second, so that
the whole title will appear symmetrical, thus:

How to Make a Birch Bark
Canoe

The Use of Reinforced Concrete
in the Rand Building

45 **Begin the first word of the title, and all the more important words in it, with capitals, thus:**

The Light that Failed
A Tale of Two Cities
Dombey and Son
The Fair Maid of Perth
The Value of Athletics

46 **The first line of every page should stand at least an inch from the top of the page.**

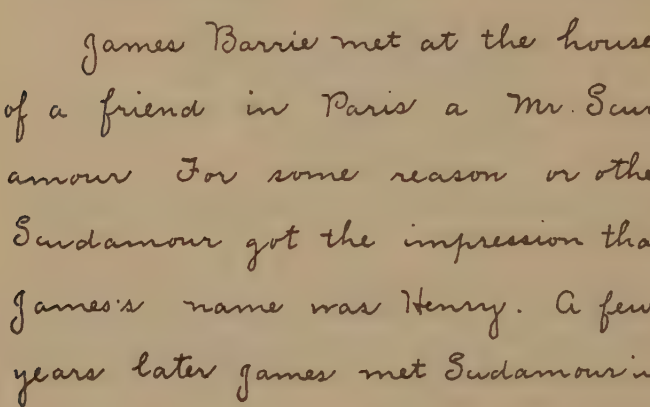
47 **In writing on large sheets of paper, leave a blank margin**
48 **two inches wide at the left side of every page. In writing on small sheets, leave a blank margin one inch wide at the**
49 **left side of every page. A blank margin at the right side of the page is not necessary.**

50 **The right-hand ends of the lines of writing on a page of manuscript should not vary unnecessarily in distance from the edge of the page. The right-hand margin of a manuscript need not be, like that of a printed page, perfectly straight; but it should not be conspicuously straggling in outline.**

Wrong (observe the straggling right-hand margin):

James Barrie met at the house of
a friend in Paris a Mr.
Scudamour. For some reason
or other, Scudamour got
the impression that James's name
was Henry. A few years

Right (compare the right-hand margin with that of the preceding facsimile):


James Barrie met at the house
of a friend in Paris a Mr. Sud-
amour For some reason or other,
Sudamour got the impression that
James's name was Henry. A few
years later James met Sudamour in

Alterations in Manuscript

It is permissible to make changes in a manuscript, provided they are not so numerous as to give the pages an untidy appearance. But there are correct and incorrect ways of making changes. Be sure to make them in the correct ways, as shown in the following rules.

51 To insert a word, write it above the line at the place where it belongs, and put a caret (∧) under it, thus:

gradually
The thousand pounds had ∧ vanished.

A short series of words may be inserted in the same way, thus:

downstairs in the kitchen
He heard ∧ the murmur of women's voices.

52 But do not begin such a series on one line and continue it on the next line; put it all on one line, thus:

as an agreeable means of exercising the muscles,
Although tennis is at present very popular ∧ it probably will never rank with football as a game for supremacy between colleges.

53 Do not put parentheses or brackets around an insertion unless these marks would be required if the words were written on the line.

(white)
Wrong: A big ∧ cat lay on the rug.

white
Right: A big ∧ cat lay on the rug.

54 Do not put the caret (∧) upside down; let it point upward.

55 To cancel a word, draw a line through it, thus:

The thing is ~~worthless and~~ useless.

56 Do not use parentheses or brackets for this purpose.

Wrong:

He entered the room (gaily and)
softly humming a tune.

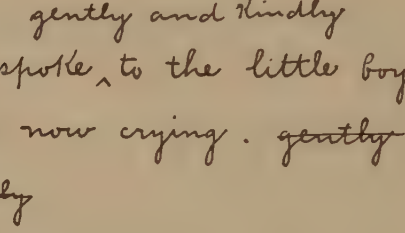
Right:

He entered the room ~~gaily and~~
softly humming a tune

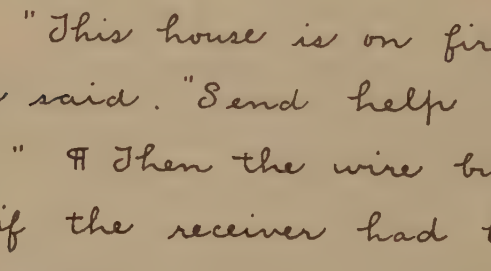
57 To substitute a word for one that you have written, cross out the old word and write the new one above it, thus:

precisely
That is ~~just~~ what I want.

58 To transpose a word, cross it out and rewrite it at the place where you wish it to stand, thus:



59 To change your paragraphing so that a word standing in the midst of a paragraph shall begin a new paragraph, put the sign ¶ before that word, thus:



60 Do nothing else. But be sure to make the sign ¶ correctly; the curved line should be at the left of the vertical lines; the sign is *not* a capital P.

61 To change your paragraphing so that what you have written as a new paragraph shall be a part of the preceding paragraph, write "No ¶" in the margin, and draw a curved line thus:

I asked him how long
he intended to continue at
that childish task.

No ¶ He did not answer me,
but turned again to his work.

Arrangement of the Finished Manuscript

When your manuscript is finished, there are three things to be careful of before you give it or send it to the person who is to receive it:

62 **See that the pages are in numerical order.**

63 **Never roll a manuscript; it should go to its destination flat or else folded simply.**

64 **If you fold a manuscript, fold it accurately, with the corners exactly square.**

Class Assignment IV

A. Be ready to explain in class the meaning of the following expressions:

note paper (rule 37)
Arabic numbers (rule 39)
indent (rule 44)
symmetrical (rule 44)
blank margin (rule 47)
vary (rule 50)
conspicuously (rule 50)
cancel (rule 55)
substitute (rule 57)
transpose (rule 58)
numerical order (rule 62)

B. Be ready to write the following passages on the blackboard:

(1)

In the coat-room the representative said, "Judge, I am going to introduce a bill at the next session of Congress for the standardization of our diplomatic service." "You will be older than you are now when you get your bill out of committee," remarked the first speaker of the evening. "If it does not come out in a reasonable time," was the reply, "I shall have something to say to the committee and the country. Good night."

(2)

I am very sorry to quit your company, but it is getting late. I am sure you will not draw any wrong conclusions from what I have said.

My admiration for the institutions of your country and for the spirit of your people is such that I wish often that some of your ideas and practices could be imported into my own country, where everything American is greeted with a warm welcome.

(3)

Means of defence are necessary wherever a dangerous enemy exists, unless one is willing to be dictated to by a foreign power; but the kind and amount of armament needed depend upon the extent and distribution of territory to be defended. The power to act effectively often renders action unnecessary.

The strong nation that is known to have peaceful intentions is not only secure but respected.

(4)

And Carew wanted to know then if they had known the captain very long. "He's a great friend of ours," he added. Their guests explained the situation. They hardly knew Captain Burch. It was his two passengers, the Thorndyke-Martins, whom they knew.

The four of them had come all the way around from Naples together.

(5)

"You mean, then," asked the American, "that when a man goes and cuts off somebody's head, the act is not dictated by any ill-feeling against the victim; it's simply a question of adding to the man's possessions?" Carew nodded, and the American looked a little startled.

He had meant the question ironically and had not expected a direct answer like that.

C. After the foregoing passages have been written on the blackboard, be ready to make the following changes in them without using the eraser, but using the methods of altering shown in rules 51–61.

Changes to be Made in Passage No. 1

In the first sentence insert *to the judge* after "said."

In the sentence "You will be older" etc. insert *much* before "older."

In the sentence "If it does not come out" etc. insert *both* after "say" and *to* after "and."

Make "You will be" and "If it does not come" begin new paragraphs.

Changes to be Made in Passage No. 2

Cancel "very" in the first sentence.

Substitute *inferences* for "conclusions" in the second sentence.

In the last sentence insert *always* before "greeted"; substitute *hearty* for "warm"; and transpose "often" so that it will precede "wish."

Change the paragraphing so that "my admiration" will not begin a new paragraph.

Changes to be Made in Passage No. 3

Transpose "wherever a dangerous enemy exists" to the beginning of the sentence.

Insert *entirely* after "depend."

In the last sentence substitute *safe* for "secure."

Make "The power to act" begin a new paragraph, and make "The strong nation" continue the same paragraph instead of beginning a new one.

Changes to be Made in Passage No. 4

In the first sentence transpose "then" so that it will precede "Carew."

Substitute *had only just met* for "hardly knew."

Cancel "around" in the last sentence.

Make "Their guests" begin a new paragraph, and make "The four of them" continue the same paragraph.

Changes to be Made in Passage No. 5

In the first sentence transpose "then" to the beginning of the sentence; transpose "asked" so that it will follow "American"; insert *out* after "goes"; and cancel "any."

Make "Carew" begin a new paragraph, and make "He had meant" continue the same paragraph.

In the last sentence insert *affirmative* before "answer."

D. Be ready to write the following titles on the blackboard, observing rules 44 and 45:

(1) The Merit System and the Diplomatic Service
(2) The Results of Woman Suffrage in Colorado
(3) The Career of General Sheridan in the Civil War
(4) Science and Religion in Contemporary Philosophy
(5) Recent Changes in the Management of Railroads
(6) Early Christian Missions in the Far West
(7) The Intellectual and Political Character of the Japanese
(8) The Need of Better Fire Protection in Our City
(9) The Organization of the United States Weather Bureau
(10) The Importance of Highways in the History of Civilization

CHAPTER V

THE MANUSCRIPT OF LETTERS

THE rules that have been stated in the preceding chapters are not merely rules for school work; whatever you write, in school or out of school, exercises for your classes or letters to your friends, will be easier to read, neater, and more pleasing if you will observe these rules. All of them, except rules 42–45, apply to letters. But there are a few other rules that apply to letters only. These we shall study in the present chapter.

A complete letter consists of six distinct members, as follows:

The heading	The body
The inside address	The complimentary close
The salutation	The signature

These are shown in the following letter:

HEADING ..... 611 Hamilton Street
Springfield, Ohio
March 6, 1915

INSIDE ADDRESS .... Mr. Oliver E. Hobson
Dayton, Ohio

SALUTATION..... My dear Sir

BODY ..... I take pleasure in reporting, in answer to your letter of March 4, that Mr. Henry Simpson has been employed in my office for the past three years, and has been eminently satisfactory both in faithful application to his work and in efficiency.

COMPLIMENTARY CLOSE ..... Yours very truly

SIGNATURE ..... George E. Gaynor

65 **The six parts of a letter should be placed in the relative positions shown in the preceding example, with the following two exceptions:**

66 **In a letter written to a person with whom the writer is not well acquainted, and not dealing with ordinary business affairs, the inside address should be placed at the end of the letter. The relative positions of the six parts should in this case be as follows:**

HEADING ..... 5758 Kingston Avenue, Chicago, Illinois, September 3, 1914

SALUTATION... My dear Sir

BODY ..... I wish to attend the course of lectures which you are to deliver next semester in the University of Illinois; but it will be impossible for me to be at the University before March. Under these circumstances should you advise me to register for the course?

COMPLIMENTARY CLOSE ..... Yours very truly

SIGNATURE ..... Charles E. Malloy

INSIDE ADDRESS ... Professor James S. Landacre, Urbana, Illinois

67 **In a letter written to a person with whom the writer is well acquainted, the inside address should be omitted, thus:**

HEADING ..... 1002 Orchard Street, Monroe, Wisconsin, October 13, 1914

SALUTATION... My dear Jack

BODY ..... I have been called here unexpectedly on business that will keep me here for a week; so I can't accept your invitation for the 16th, much as I should like to. We'll hope for better luck next time.

COMPLIMENTARY CLOSE ..... Yours sincerely

SIGNATURE ..... Henry M. Powers

68 **The heading of a letter should stand at least two inches from the top of the page.**

In letters, as in other manuscript, place lines and words well apart; indent the first lines of paragraphs; use unruled paper; use black or dark blue ink; number the pages; put the first line of a page at least an inch from the top.

69 **In writing letters do not use abbreviations, except these four: *Mr.*, *Mrs.*, *Messrs.*, and *Dr.* These four should always**
70 **be followed by a period. But notice that the title *Miss* should not be followed by a period, for it is not an abbreviation, as *Mr.* and *Mrs.* are.**

NOTE. — With regard to punctuation in the opening and closing parts of a letter a number of different practices are about equally approved by good usage. The method shown in our models — the omission of all marks of punctuation after the salutation, the complimentary close and the signature, and after each line in the heading and the inside address — is as well established as any other, and is recommended by its simplicity.

CLASS ASSIGNMENT V

A. Be sure that you have learned thoroughly the meaning of the terms *heading*, *inside address*, *salutation*, *body*, *complimentary close*, and *signature*. To this end, be prepared to tell what are the names of the parts marked *a*, *b*, *c*, etc. in the following letters:

a ..... { 526 State Street
Jackson, Michigan
December 9, 1912

b .... { Messrs. Fox and Hanson
Chicago

c .... Gentlemen

d ... { I was much pleased with the threshing machine you sent me last June, and wish to order a similar one to be delivered next June. I wish the new machine to be exactly like the old one, with the exception of the tires; these I wish to be two inches wider.

e ..... Yours truly

f ..... M. C. Wilkes

g ..... 402 Murray Avenue
Parish, Louisiana
July 14, 1913

h ..... My dear Mr. Hurd

i .... A person whom we both know has commissioned me to give into your own hands a package. If you will meet me at eight o'clock in the evening of July 16 at the Grunewald Hotel, I shall take pleasure in discharging the commission.

j ..... Yours very truly

k ..... K. L. Secrist

l .... Mr. Orlando Hurd
New Orleans, Louisiana

---

m ..... 30 Avenue H
Galveston, Texas
December 19, 1915

n ..... Dear Horace

o .... I shall pass through San Antonio on Christmas Eve on the eleven o'clock limited. Come down to the station and see me if you can. I have something important to tell you.

p ..... Yours ever

q ..... John Crissey

B. Be prepared to write the following letters on the blackboard, putting each part in its correct position:

(1)

213 North Ohio Avenue Cincinnati, Ohio November 14, 1913 Dear Frances As you see, my address is changed. We left Cleveland on just a few days' notice. I haven't time to tell you about it now; I am just writing to let you know where I am. Yours sincerely Anne Walters

(2)

1718 South Ninth Street Minneapolis, Minnesota October 16, 1912 Messrs. Helms and Norwich St. Paul, Minnesota Gentlemen Will you please ship to us at once by express one line of gray felt hats number 171A? Yours truly The C. O. Bender Company

(3)

19 Rowe Street Columbia, Missouri August 11, 1908 Messrs. Caleb Hockey and Company St. Louis, Missouri Gentlemen If you have not already shipped the goods that we ordered on August 9, will you please cancel the order? Yours truly Harms and Hammersley

(4)

Hotel Brunswick Boston, Massachusetts September 4, 1910 My dear Sir I am under the impression (pardon me if I am mistaken) that, on account of the similarity of our names, a consignment of freight that should have been delivered to me was delivered to you. Will you please inform me whether I am right? Yours very truly Francis X. Greenough Mr. Francis X. Greenow Boston

(5)

711 Irving Street Paterson, New Jersey February 27, 1916 Dear Katharine I am to-day sending back the book that you let me have to beguile my journey here. I enjoyed it very much. Thank you again. Yours sincerely Margaret Massey

(6)

22 East Sixty-fourth Street New York City July 6, 1912 My dear Sir Although I am unknown to you, permit me — merely for the sake of relieving myself — to tell you what very great pleasure I received from the news of your nomination by the Baltimore convention. Yours very truly George R. Branson Mr. Woodrow Wilson Trenton, New Jersey

(7)

City Point, Virginia March 16, 1865 My dear General Immediately upon receipt of this order you will please move the forces under your command to Appomatox Court House, and there await further orders. Yours truly U. S. Grant General Philip Sheridan Richmond, Virginia

(8)

72 Dover Place Highlands, Nebraska February 9, 1902 Mr. T. S. Snow Kansas City, Missouri My dear Sir I am very sorry to learn, from your letter of the sixth, of the mis-

take made by my men in the shipment of the goods to you. You will please return the goods at my expense. I am sending to-day by express a shipment corresponding to your order. Yours very truly Edward Walker

(9)

Chalmers College Whalesville, Idaho November 20, 1914 Dear Bill Thanks very much, but I really can't. On account of my recent sickness I must spend the Thanksgiving recess in studying. I'll come at Christmas time if you want me. Yours sincerely Richard Varney

(10)

20 Wright Road Bucyrus, Mississippi February 6, 1915 Messrs. Cartwright and Evers New Orleans, Louisiana Gentlemen By some mistake your shipment of February 1 contained 998 bunches of bananas instead of 999. Although the error is not serious, still we should like to receive the missing bunch before we pay the bill. Yours truly The Enterprise Fruit Company

C. After the foregoing letters have been written on the blackboard, be prepared to answer the following questions:

(1) What is the salutation of letter No. 1?
(2) What is the complimentary close of letter No. 4?
(3) What is the inside address of letter No. 6?
(4) What is the inside address of letter No. 8?
(5) Has letter No. 1 an inside address?
(6) What are the salutations in letters 4, 5, 9, and 10?

Themes

The first theme of this course is to be handed in at the next session of the class.

A theme is a manuscript written for the sake of practice or exercise. The object of our first theme is practice or exercise in observing the rules of manuscript-arrangement which we studied in chapters I, II, III, and IV. All that you are to do is to copy the two passages printed in smaller type below, being careful not to violate any of those rules.

71 *For this theme, and for all the themes of this course (except those for which other directions are given) only one kind of paper is to be used — the regulation theme paper, which the teacher will specify. Ruled paper should never be used. Write every theme using only one side of each sheet, unless directions to the contrary are given. Write always with a pen and black or dark blue ink. Number the pages. Indent correctly. Place titles correctly. Be careful to leave blank margins at the top and at the left side of every page. If you make alterations in the last draft, be sure to make them in the correct ways.*

THEME 1

Copy the two passages below. Do not omit the titles. Do not omit the numbers "1," "2," and "3" in copying the second passage. When you have finished copying the first passage, begin the second on a new sheet.

(1)

CONVERSATION BETWEEN MR AND MRS. BENNET

"My dear Mr. Bennet," said Mrs. Bennet, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Don't you want to know who has taken it?" cried his wife impatiently.

"You want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Morris immediately."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year."

(2)

THREE IMPORTANT RULES OF MANUSCRIPT-ARRANGEMENT

1. Do not put consecutive lines close together.
2. Do not crowd words.
3. Do not crowd marks of punctuation close to one another or to the words next them.

Folding and Endorsing Themes

When a theme is handed in, —

72 *It should be folded with one crease. This crease should run lengthwise of the paper and through the centre. In folding remember rule 64.*

73 *Its sheets should* not *be fastened together.*

74 *It should be endorsed according to the following directions.*

NOTE. — To endorse a check is, as you know, to write something *on the back* of the check. Likewise, to endorse a theme is to write something *on the back* of it. When you write on a folded theme, you write on its back, for the surface that you write on is the back of the last sheet.

74a *The endorsement should consist of the following six items which should be placed in the relative positions here shown:*

Number of theme — Date when theme is handed in

Title of theme; or a statement of what it contains

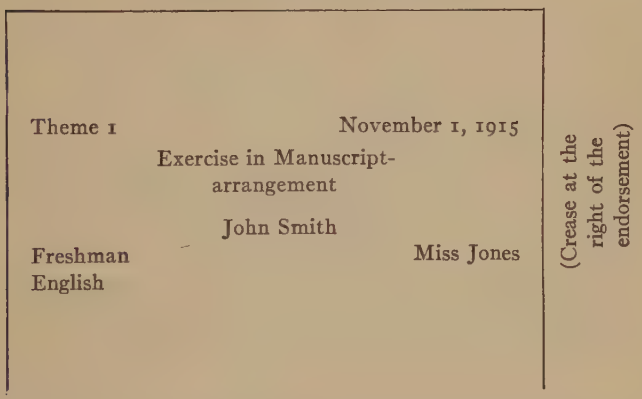
Writer's name

Name of course — Name of writer's instructor

74b *Put the endorsement at the left side of the crease.*

74c *Put the first line of the endorsement two inches from the top of the sheet.*

Example of Correct Endorsement



Although the two passages above, entitled *Conversation between Mr. and Mrs. Bennet* and *Three Important Rules of Manuscript-Arrangement*, are two separate things, yet your copies of them will constitute only one theme — that is one exercise of this course. Therefore put all the sheets containing these copies together, fold them together as one document, and endorse that document as Theme 1.

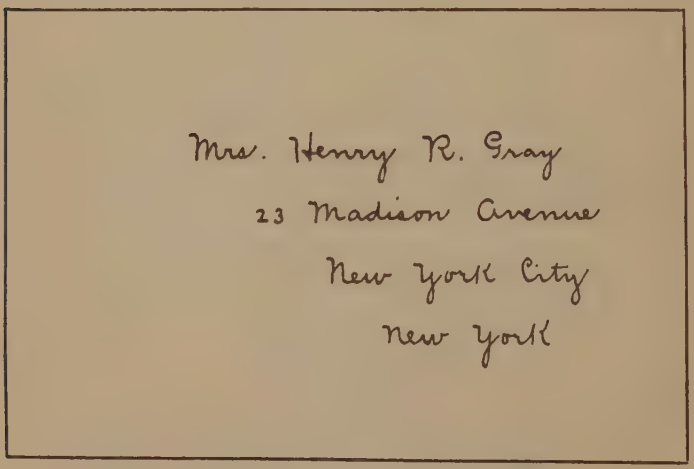
CHAPTER VI

ADDRESSING ENVELOPES

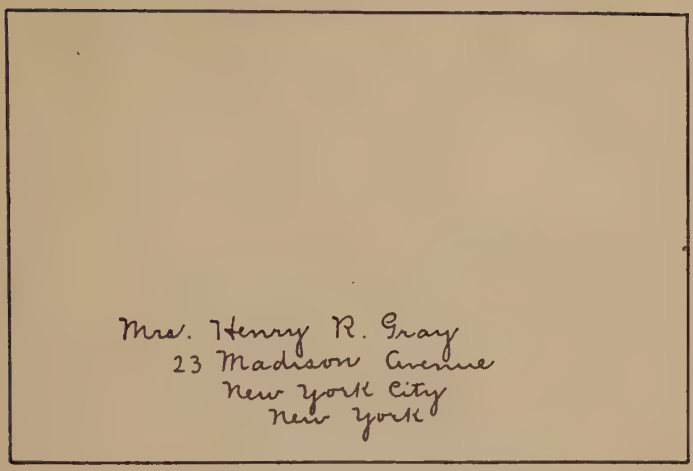
When a person receives a letter, he gets his first impression of the writer from the appearance of the envelope. That impression is likely to be unfavorable if the envelope is poorly addressed.

The art of addressing envelopes well is much more than a matter of penmanship; it is chiefly a matter of placing the address in a good position.

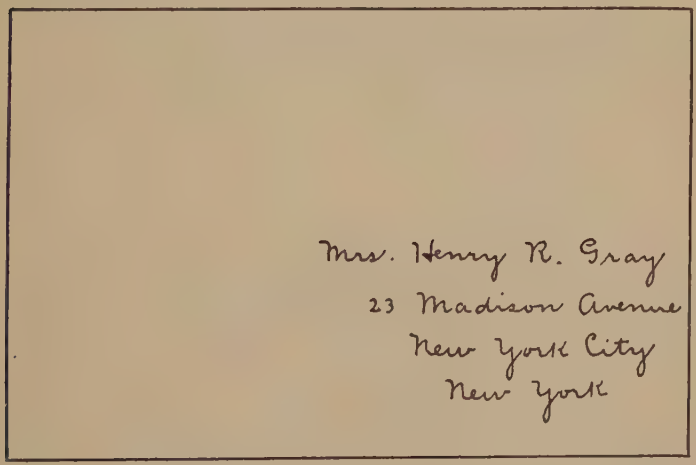
If the address on an envelope is placed too high, the envelope looks top-heavy, thus:



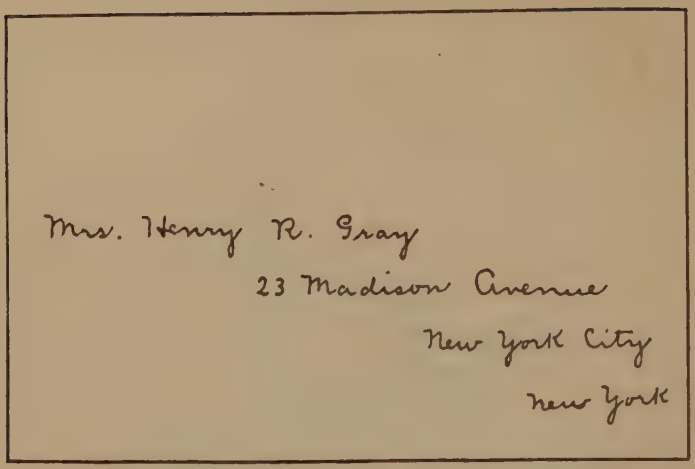
If the address is placed too low, it looks cramped and stunted, thus:



If it is placed too far to one side, the envelope looks lop-sided, thus:

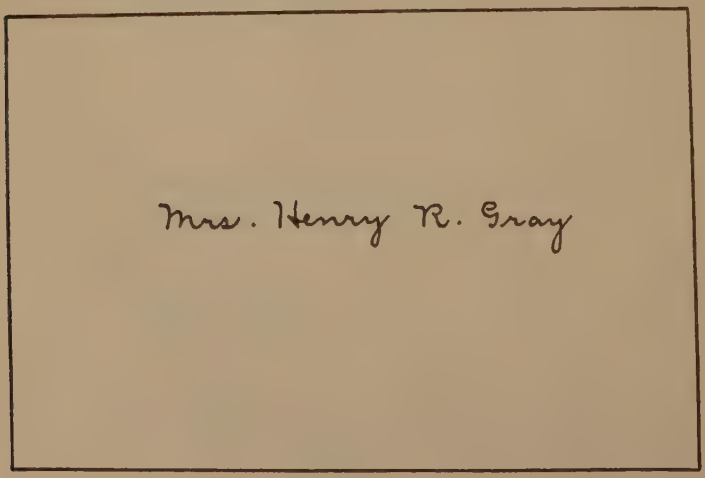


If the second, third, and fourth lines are indented too far, the address looks straggling, thus:

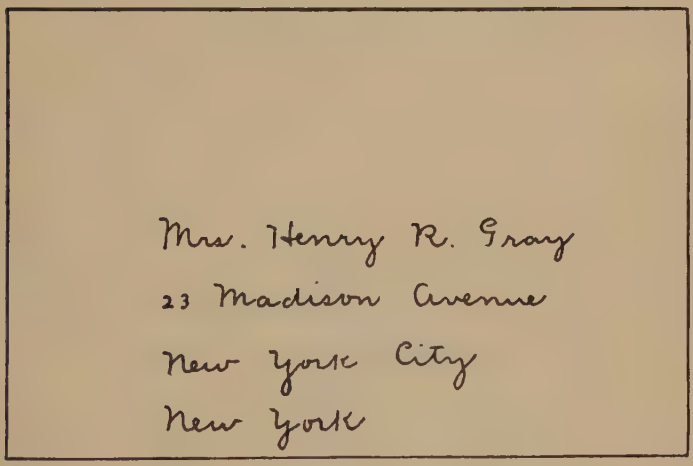


In most cases the following method is best:

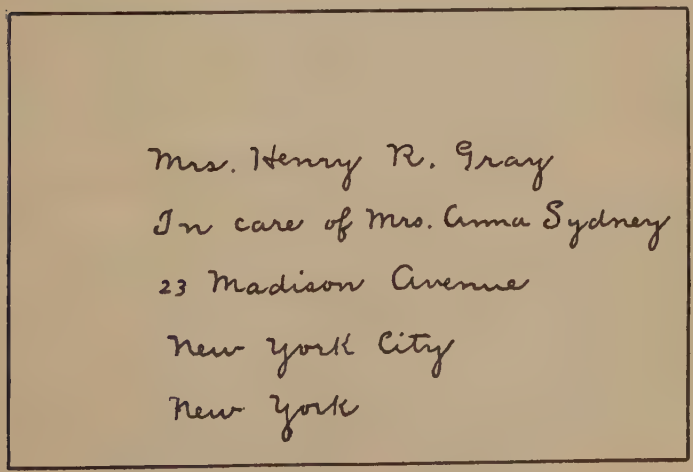
75 **Write the first line about the centre of the envelope, measuring from top to bottom; also place the first line so that there is just about as much blank space to the right of it as there is to the left, thus:**



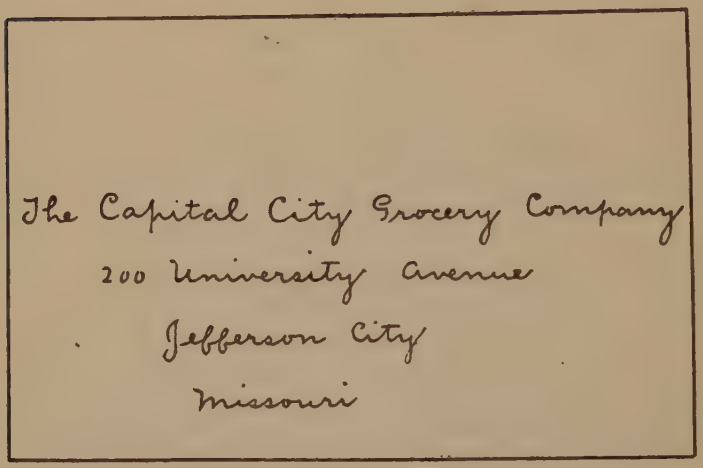
Then place the remaining lines directly below the first line, thus:



76 But if the address consists of more than four lines, the first line should be written higher than the centre of the envelope, thus:



77 And if the first line is so long that its first word stands near the left end of the envelope, the remaining lines should be successively indented about half an inch — not more — thus:



78 As has been shown in the preceding examples, the addressee's name, the street address, the name of the city, and the name of the state should always be placed on sepa-
79 rate lines. Notice especially that the name of the state must stand alone on the last line.

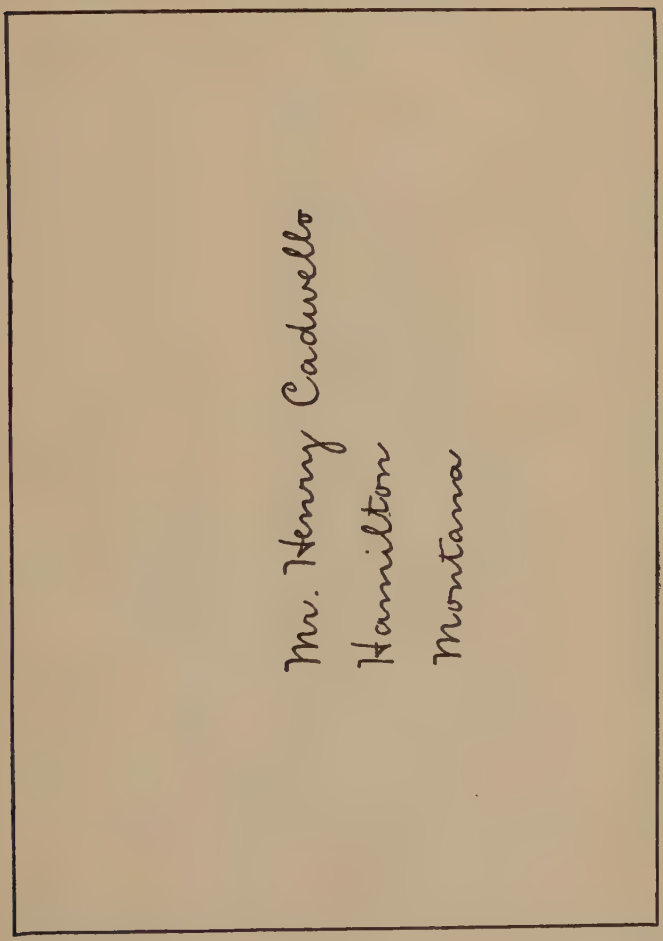
80 It is not necessary to use any commas or periods at the ends of lines.

81 Abbreviations should not be used on an envelope — except these four: *Mr.*, *Mrs.*, *Messrs.*, and *Dr.*

82 Be sure that the address has the open side of the envelope above it.

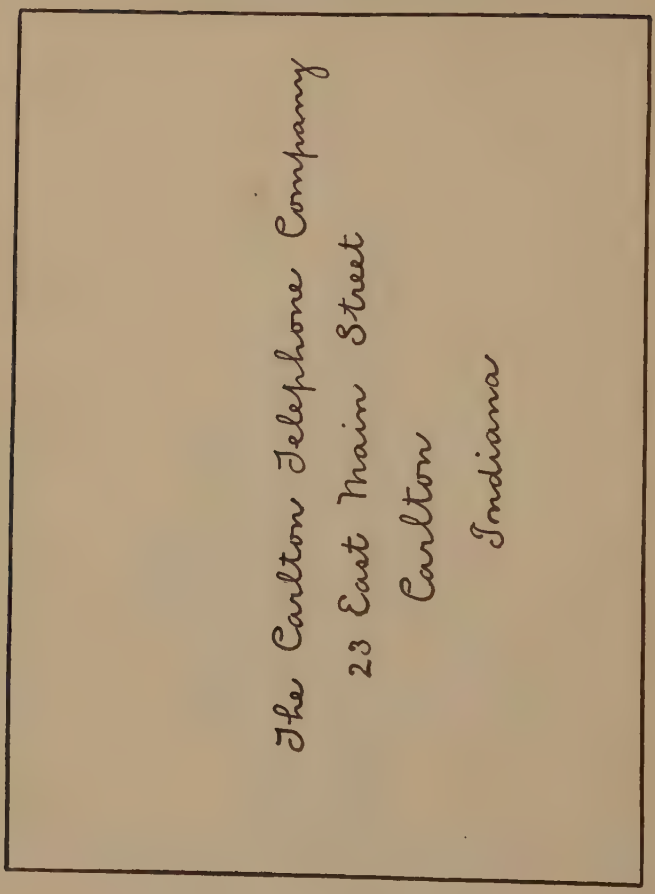
On the following four pages are representations of larger envelopes than those represented above, with the

addresses placed in accordance with rules 75–77. Those rules apply to envelopes of any shape or size.



Mr. Ulrich Faber
502 State Street
Chicago
Illinois

Herbert Winterbotham Hotchkiss, Esqr.
3 Cumberland Avenue
Salt Lake City
Utah



Class Assignment VI

Be prepared to draw on the blackboard an oblong figure about 2 by $1\frac{1}{4}$ feet in size, representing an envelope, and in this figure to write any of the following addresses, observing rules 75–81.

1. Dr. Henry W. Ketchum 2231 Change Street Baltimore Maryland
2. Messrs. Cork and Hale 32 Green Street Stoughton Massachusetts
3. The Consumers' Gas and Coke Company 11 Estey Avenue Organtown Connecticut
4. Professor John Kendall Barrington Mountchessington Virginia
5. Colonel Samuel Morehead The Avenue Hotel Kimberley Oregon
6. Miss Alice Carnahan Jacksonville California
7. Mrs. Caleb A. Fullerton Kinsley College Rothchild Kentucky
8. Mr. Hoke Smith 9 Peachtree Street Atlanta Georgia
9. Miss Honoria Wetherby In care of Mrs. Julius Trencher The Breakers Jacksonville Florida
10. Sydney Allerton Hollingsworth Esq. 1501 North Bloomington Street Newburyport West Virginia

Theme 2

The object of theme 2 is practice in observing the rules that were discussed at the last session of the class — namely, rules 65–70

Copy the following two letters, each on a separate sheet of theme paper, putting each part in its correct position:

(1)

730 Dwight Street Red River, Minnesota November 9, 1899 My dear Sir In reply to your inquiries regarding the death of Patrick Kelley, I wish to state that the account of that misfortune which you received was correct in every detail. I can vouch for its truth because I witnessed the whole train of incidents with my own eyes. There never was an act of generosity and heroism more worthy of commemoration than Kelley's laying down his life in the effort to rescue his friends. Yours very truly Lawrence Ives Mr. Andrew Carnegie Pittsburgh, Pennsylvania

(2)

18 Vine Street Lacrosse, Wisconsin February 1, 1902 Dear Bert You will be interested in knowing that our old friend Starbuck, whom we haven't seen for years, came back

to town yesterday. He has been in South America most of the time — so he says. He asked about you. I have an idea he intends to make you a visit unannounced. Be prepared. Yours as ever Augustus Cromwell

Fold the two sheets containing your copies of these two letters together as one document, and endorse it as Theme 2. Remember rule 64 and directions 72–74.

CHAPTER VII

FOLDING AND ENCLOSING LETTERS

There are three principal kinds of writing paper used for letters:

(1) Paper in four-page sheets — that is, sheets each of which is like a little book of four pages. This is called *note paper*.

(2) Paper in flat sheets about 8 by $5\frac{1}{2}$ inches in size. This is called *small commercial paper*.

(3) Paper in flat sheets about 8 by 11 inches in size. This is called *large*, or *full, commercial paper*.

The first kind, note paper, is suitable for any kind of letter — social, business, or any other.

The second and third kinds, commercial paper, are suitable for business letters, but not for social letters.

When four-page sheets are used, all four pages may be written on. The letter should be so written that a person reading the first page has at his left the fold, and at his right the coinciding edges opposite the fold. If the substance of the letter occupies less than two pages of the sheet, the first and third pages may be written on and the second be left blank. If the substance of the letter occupies more than two pages, it is best, both on the ground of good usage and on that of the reader's convenience, that the pages be written on in their natural order, — namely, 1, 2, 3, 4; not in the order 1, 3, 2, 4 or 1, 4, 2, 3. On the same grounds, it is best that the lines of writing on all the pages be at right angles to the fold, not parallel with the fold.

88 When flat sheets of paper are used, it is usually best that only one side of each sheet be written on. If both sides are written on, the reader is slightly inconvenienced in holding and turning the sheets as he reads.

Directions for Folding and Enclosing Letters Written on Note Paper

89 A letter written on a four-page sheet should be enclosed in an envelope of the same material and of such shape and size that the letter will fit into it when folded with one hori-
90 zontal crease through the centre. The letter should be so folded that the upper and the lower halves of page 1 face each other; or, in other words, so that the horizontal crease will appear as a groove on pages 1 and 3, and as a ridge on pages
91 2 and 4. The letter should be so placed in the envelope that the horizontal crease is at the bottom of the envelope, and the two coinciding halves of the vertical crease originally dividing the sheet are at the left hand of a person looking at the sealed side of the envelope.

Directions for Folding and Enclosing Letters Written on Small Commercial Paper

Letters written on small commercial paper are enclosed in commercial envelopes — that is, envelopes about $6\frac{1}{2}$ by $3\frac{1}{2}$ inches in size.

In using small commercial paper, you may make your lines of writing parallel to the short sides of the sheet, as in the letter on the following page:

Conchatta, Louisiana
May 5, 1873

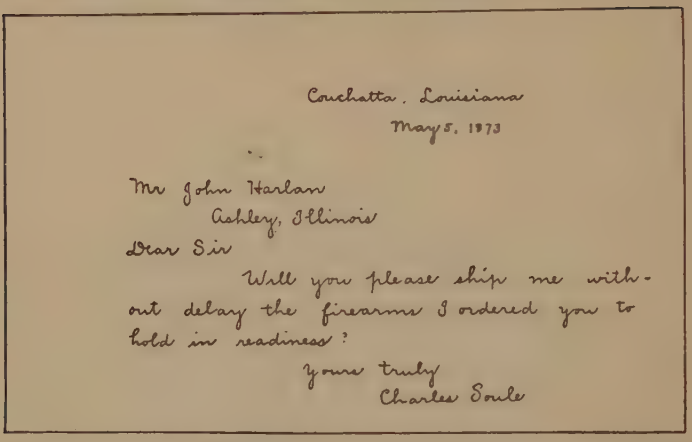
Mr. John Harlan
Ashley, Illinois

Dear Sir

Will you please ship me without delay the fire-arms I ordered you to hold in readiness?

Yours truly
Charles Soule

or parallel to the long sides of the sheet, thus:



Coushatta, Louisiana
May 5, 1973

Mr John Harlan
Ashley, Illinois

Dear Sir

Will you please ship me without delay the firearms I ordered you to hold in readiness?

Yours truly
Charles Soule

The method of folding and enclosing depends on which of these two methods is followed in the arrangement of the letter.

If the lines run parallel to the short sides, as in the letter on page 61, fold and enclose the letter as follows:

92 **As the letter lies right side up on the table, raise the lower part and fold it upward over the middle part, making a horizontal crease about one third of the distance from the bottom to the top; next, raise the upper part and fold it downward, making a horizontal crease about one fourth of the distance from the top to the bottom. The creases should appear, to a person reading page 1, as grooves, not ridges.**

93 **The letter so folded should be placed in the envelope with the two flaps next to the sealed side, not next to the face, of the envelope; with the smaller flap on top of the larger one; and with the outward edge of the smaller flap pointing downward.**

If the lines run parallel to the long sides, as in the letter on page 62, proceed as follows:

94 **Fold the letter into the same shape as the one produced by following rule 92; but let the part containing the salutation form the smaller flap. Put the letter into the envelope with the flaps next the sealed side, with the smaller flap on top of the larger, and with the outward edge of the smaller flap pointing upward.**

95

Directions for Folding and Enclosing Letters Written on Large Commercial Paper

Letters written on large commercial paper are enclosed in commercial envelopes (about $6\frac{1}{2}$ by $3\frac{1}{2}$ inches in size, as stated above) or in official envelopes, about 10 by 4 inches in size.

If you use a commercial envelope, proceed as follows:

96 **As the letter lies face upon the table, raise the lower part and fold it upward over the upper part with a horizontal crease running slightly below the centre. Keeping the upper part lying next the table, and keeping the horizontal crease toward you, raise the right-hand part and fold it toward the left, making a vertical crease about one third of the distance from right to left. Finally, raise the left-hand part and fold it toward the right, making a vertical crease about one fourth of the distance from left to right. When page 1 is read, the horizontal crease and the two vertical creases that divide the upper half of the page should appear as grooves, and the two vertical creases that divide the lower half should appear as ridges. The letter, as folded, consists**

97 **of a central section and two flaps. Place it in the envelope with the two flaps next to the sealed side, not next to the face of the envelope; with the smaller flap on top of the larger one; and with the outward edge of the smaller flap pointing upward.**

98 **If you use an official envelope, fold and enclose the letter according to rules 92 and 93.**

The foregoing rules in regard to the manner of folding letters and inserting them in envelopes are merely detailed applications of the simple rule of courtesy: Fold and enclose the letter in such a way that the receiver will be able, with the least possible effort, to get it right side up in his hand, ready to read. A few experiments will show that if any of the directions in rules 83–98 are disregarded in the folding and enclosing of a letter, the addressee, on taking the letter from the envelope and unfolding it in the natural way, will find it with the first page turned from him or with the writing upside down.

Attaching the Stamp

99 Attach the postage stamp near the upper right-hand corner
100 of the envelope. Do not crowd the stamp close up into the corner, but leave about an eighth of an inch between the
101 edges of the stamp and the edges of the envelope. Place the stamp right side up, and make its edges parallel with the edges of the envelope.

Class Assignment VII

Take four sheets of writing paper, as follows:

a four-page sheet
two small commercial sheets
a large commercial sheet

and write on each one, in the proper position, the following heading:

3019 Sixty-fourth Street
Chicago, Illinois
February 6, 1915

On one of the small commercial sheets put the heading parallel with the short sides; on the other put it parallel with the long sides.

Next take four envelopes, three of them commercial envelopes and the fourth a note envelope of the proper size and shape for your sheet of note paper; and write on all four of them the following address:

Mr. Charles S. Warren
230 Lowes Avenue
Hazel Green
Wisconsin

Next fold the four sheets and enclose each of them in one of the four envelopes.

Next stick a two-cent stamp on each of the envelopes.

Do not seal the envelopes.

Bring the envelopes with their contents to the next class session, that the teacher may look at them and tell you whether the work is correctly done. When you have received the teacher's advice in connection with this work, you will be ready to do a similar piece of work to be handed in as a regular theme.

NOTE. — The regular theme paper may be used for the foregoing exercise and for theme 3. For a large commercial sheet use a full sheet of theme paper. For small commercial sheets cut a sheet of theme paper in half. For note paper fold a sheet of theme paper with a horizontal fold through the centre; for this sheet use an envelope about 4½ by 5½ inches in size.

CORRECTED THEMES

Your first theme has now been returned to you by the teacher.

The marks that the teacher has made in the margin of the theme are explained in the following table:

An Arabic number means that you have violated the rule or direction so numbered in this book.

"Sp." indicates that you have made a mistake in spelling.

"WW" means that you have used a wrong word.

"D" means "Look up in a dictionary the word underlined."

"Gl" means "Look up in the Glossary (see page 309) the word underlined."

"SW" means "Say what you mean."

The letter A, B, C, D, and E written by the teacher on the backs of themes indicate grades of merit, A standing for *excellent*, B for *good*, C for *fair*, D for *poor*, and E for *below passing*.

What to Do with Corrected Themes

102 *If the teacher has put the word "Rewrite" on the back of the theme, you are to proceed as follows:* (a) *Write a complete new copy of the theme, making such changes as the criticisms direct.* (b) *Endorse the new copy in the same way as the criticized copy, but with the word* rewritten *inserted after the first item (thus:* Theme 7 rewritten) *and with the date altered to the date when the new copy is handed in.* (c) *Hand in the new copy,* and with it return the criticized copy.

103 *If the teacher has pointed out faults in the theme, but has not put the word "Rewrite" on the back of the theme, do not rewrite it completely, but proceed as follows:* (a) *Rewrite on fresh theme paper every sentence in which any fault of any sort whatever (including errors in spelling, punctuation, and manuscript-arrangement) is indicated, correcting the fault. Whole sheets of theme paper should always be used — not fragments. If several sentences are to be rewritten, they may be placed one immediately following another on the same sheet of paper.* (b) *Fold the paper containing the rewritten parts within the theme, on top of its first page; write* revised *after the first item of*

the endorsement of the theme (*thus:* Theme 7 revised), *and hand the theme back to the teacher.*

104 *If the teacher has not pointed out any faults in the theme, hand it back to the teacher, with the word* returned *inserted after the first item* (*thus:* Theme 7 returned).

105 *In any case hand the theme back to the teacher, with whatever additional writing may be required, within one week from the day on which it was returned by the teacher to you.*

CHAPTER VIII

SKELETONS

Up to this point in our course we have been studying merely the physical process of writing English. We are now to begin the study of composing — or making up — the English that we are to write.

You cannot play the piano well unless you understand the scales. You cannot be a good book-keeper unless you understand arithmetic. You cannot be a good doctor unless you understand physiology. So you cannot use English well unless you understand the fundamental thing about English. That fundamental thing is grammar. And the fundamental thing about grammar is The Skeleton.

When we make a statement, there are usually two words in it that form the foundation of the whole statement. One of these two words is the word that names the person or thing we are chiefly talking about. The other is the word that makes an assertion about the person or thing. For example, if we say,

At the beginning of every winter many birds fly toward the south in order to escape the cold weather.

we mention winter, and the south, and cold weather; but what we are chiefly talking about is birds. And we tell where the birds fly, and when they fly, and why

they fly; but none of the words that we use in telling these things makes an assertion. If we say

birds at the beginning of every winter

we make no assertion about the birds. If we say

birds toward the south

we make no assertion. If we say

birds in order to escape the cold weather

we make no assertion. But if we say

birds fly

we do make an assertion. "Fly," then, is the word that makes the assertion about the birds.

The word that names the person or thing is called the **subject substantive;** the word that makes the assertion is called the **predicate verb.** And the subject substantive and the predicate verb form the **skeleton.** Thus the skeleton of our statement about the birds is this:

birds fly

Let us look at some other examples. Here are seven statements:

The road led through a dense forest.
The light of the setting sun revealed the figure of a man leaning against the rail.
After many delays I at last arrived on the scene.
The house was vacant.
You never saw such a sight.
A white-robed priest knelt at the altar.
The newcomer was a man of medium height.

The skeletons of these statements are as follows:

road	led
light	revealed
I	arrived
house	was
you	saw
priest	knelt
newcomer	was

What we have said about statements is equally true of questions. A question usually has a skeleton just like the skeleton of a statement. The predicate verb in a question does not, to be sure, make an *assertion* about the subject; but it is the assertive word — the word that *would* make an assertion if it were put after the subject substantive. For example, here are five questions:

Where were your friends last night?
How old was your grandfather at the time of his death?
Are they perfectly reliable?
Have we time to catch the train?
What right had you to interfere?

What are the subject substantives of these questions? "Friends," "grandfather," "they," "we," "you." What are the assertive words that go with these five subject substantives? "Were," "was," "are," "have," "had." So the skeletons of these five questions are as follows:

friends	were
grandfather	was
they	are
we	have
you	had

The two parts of a skeleton sometimes stand together at the beginning of the statement, thus:

Scott was one of the greatest writers of the nineteenth century.
Skeleton: Scott was

Sometimes they stand at or near the end, thus:

At last over the dense wall of trees on the opposite side of the lake the *sun rose.*
Skeleton: sun rose

In the creation of romantic and thrilling situations *Scott had* no equal.
Skeleton: Scott had

Sometimes they stand in the midst, thus:

In trying to find out the reason for his opposition *I discovered* in him a strange and violent hatred of the church.
Skeleton: I discovered

Sometimes they are separated, thus:

Dickens's *popularity*, in spite of the lapse of time, and in spite of the censure of many critics, still *remains* undiminished.
Skeleton: popularity remains

Sometimes the predicate verb comes before the subject substantive, thus:

On the table *stood* a beautiful *vase.*
Skeleton: vase stood

This is usually the case in questions, thus:

What *have you* in your hand?
Skeleton: you have

When *was he* there last?
Skeleton: he was

And in statements beginning "there is" or "there are," the predicate verb always comes before the subject substantive, thus:

There *is* usually some cold *weather* in March.
Skeleton: **weather is**

There *are* several *jobs* still to be done.
Skeleton: **jobs are**

Remember that in a statement beginning with *there*, the word *there* is not the subject substantive; it is not a part of the skeleton at all.

Class Assignment VIII

Be prepared to write on the blackboard the skeleton of each of the following statements and questions:

(In Nos. 1–4 the subject substantive and the predicate verb stand near the beginning.)

1. My old aunt wanted me to play chess with her after dinner.

2. Usually a boy cares more for tools and weapons than for books.

3. I observed one day, out near my wood-pile, or rather my pile of stumps, two large ants, the one red, the other black and very much larger, fiercely contending with one another.

4. Then Achilles walked with a rapid stride down to his boats.

(In Nos. 5–8 the two parts of the skeleton stand near the end.)

5. The reason for his refusal I discovered later.

6. Next day, coming home earlier than usual, I met him again.

7. In consequence of Hargrave's decision to lock up the stores, a dispute arose.

8. Just to show that there was no ill will, she accepted the invitation.

(In Nos. 9 and 10 the two parts of the skeleton stand in the midst.)

9. One morning in the late spring he spent half an hour before breakfast among his mother's rose-bushes.

10. Mindful of stage robberies and train thieves, Jack took the precaution of putting a revolver in his pocket.

(In Nos. 11 and 12 the two parts of the skeleton are separated.)

11. The man stationed at the door, noticing the attempt of the panic-stricken prisoner to leave the room, sternly detained him.

12. The situation of these people, living for the most part in remote districts, having little communication with the rest of the world, is indeed unfortunate.

(In Nos. 13-20 the predicate verb comes before the subject substantive.)

13. Then from that great audience rose a shout of approval.

14. In his great love for mankind lies the secret of his power.

15. How much money have you in your pocket?

(In studying Nos. 16-20, remember what has been said about statements beginning "there is" and "there are.")

16. There is no difficulty in solving that problem.

17. In every family there is probably more or less friction.

18. There are many automobiles in use for commercial purposes.

19. There were no electric cars in 1850.

20. There is still time to withdraw from the enterprise.

(Nos. 21-37 are miscellaneous examples.)

21. Dan was a man of Herculean stature and strength, yet graceful as a Venetian boatman navigating a gondola.

22. I, Abraham Lincoln, President of the United States, and commander-in-chief of the army and navy thereof, by virtue of the authority in me vested by the Constitution, make this proclamation.

23. Loved by none, patronized by the majority, hated by his brothers, he naturally became bitter.

24. Have you no mercy?

25. On the front veranda sat two men.

26. But the policeman, having hurried to the scene in response to a telephone call, found the house already deserted.

27. In the centre of the hall, vehemently arguing against the proposed measure, receiving the applause of the gallery but subjected to the cold, silent, and cat-like scrutiny of the opposition, stood the famous senator.

28. Never for an instant during that day was he off his guard.

29. The wind being favorable for our voyage, we immediately embarked.

30. The poor freshman, having never before thought of the subject, had nothing to say.

31. The older of the two brothers, astonished at the stranger's audacity, raised his riding whip.

32. Prevented from carrying out their long cherished and carefully devised plan, they took their departure.

33. He possesses a handsome face, a ready wit, and a warm heart.

34. What are you afraid of?

35. The leader of the expedition, convinced, after two days of fruitless negotiation, of the uselessness of trying to arrive at an understanding, determined as a last resort to accomplish his purpose by force.

36. There is some mischief afoot.

37. There were three men in the room.

Theme 3

Copy on a four-page sheet of paper the following letter, putting each part in its correct position. Observe rules 66, 68, 69, and 83–87.

719 Eighth Street Indianapolis, Indiana February 7, 1915 My dear Sir Your inquiry as to my views on the question to be submitted to the voters of this city at the coming election seems to me entirely proper, since I shall be a candidate for the office of mayor at that election, and it is my duty, as well as my pleasure, to make known to the voters my position concerning any question pertaining to the government and the general welfare of the city. I therefore have the honor of informing you that I regard the adoption of the no-licence law as highly desirable; that I earnestly hope the law will be ratified by a large majority; and that, if it is adopted and I am elected mayor, I will enforce it with the utmost rigor. Yours very truly Cyril S. Tarkington Mr. Edward Stanton Indianapolis, Indiana

Enclose this letter in an envelope of the proper shape and size (see rules 89–91) bearing the following address properly arranged (see rule 75):

Mr. Edward Stanton 436 Elm Street Indianapolis Indiana

Put a two-cent stamp on the envelope (see rules 99–101). On the back of the envelope put the regular endorsement for theme 3 (see direction 74).

Also copy on a large commercial sheet the following letter:

Mazomanie, Wisconsin October 12, 1915 The Wiedenbeck Wagon Company Madison, Wisconsin Gentlemen Will you please send me a new tongue and a right fore wheel for your wagon no. 16B? Yours truly Giles Gosling

Enclose this letter in a commercial envelope (see rules 96, 97) bearing the following address correctly arranged:

The Wiedenbeck Wagon Company 402 West Mifflin Street Madison Wisconsin

Put a two-cent stamp on the envelope, and on the back of this envelope also put the endorsement for theme 3.

CHAPTER IX

SUBSTANTIVES AND VERBS

Our study of skeletons has drawn our attention to two different kinds of words — words that name persons or things, and words that assert.

Words that name persons or things are called **substantives.** For example, *Cæsar*, *Washington*, *house*, *dog*, *Chicago*, *I*, *he*, *she*, *chair*, *ocean* are substantives. Some naming words are, as you know, called nouns, and some are called pronouns; but for the present all we have to remember is that they are all called **substantives.**

Words that can be joined with a substantive to make assertions are called **verbs.** For example, *writes*, *went*, *take*, *ran*, *am*, *was*, *has*, *spent*, *built*, *comes*, *eat*, *steal*, *startle*, *disappear* are verbs. Notice that these words do not name anything, but only assert. They do not even name actions. In the statement "The sun disappeared," the verb does not name the action; to name the action, we should have to use the substantive *disappearance;* "disappeared" *asserts* the action.

Now, nearly every substantive has several different forms. For instance, *book*, *books*, *book's* are three different forms of the same word. Likewise each of the following groups contains a number of different forms of the same word:

knife, knives
house, houses
Wilson, Wilson's
he, him
who, whom
they, them
mother, mother's, mothers, mothers'
child, child's, children, children's

In the same way nearly every verb has a number of different forms. For example:

go, goes, gone
shine, shines, shone
write, wrote, written
love, loving, loved

But the peculiar thing about verb forms is that many of them consist of several words. For instance, just as *write* and *wrote* are two forms of the same verb, so are *write* and *will write*. *Will write*, although it consists of two words, is to be considered as one verb. Other examples of verb forms consisting of more than one word are the following:

shall write
should write
may write
might write
can write
could write
has written
is written
was written
will be written
has been written
might be written
would be written
would have been written
must have been written
could have been written

What has just been explained must be remembered in the study of skeletons, for in many cases the predicate verb of a skeleton is not just one word, as in the last exercise, but a group of words. For example, in the statement

The new house will be finished in June.

"house" is the subject substantive; but the assertion about the house is made by the three words "will be finished." The skeleton is therefore this:

house will be finished

Other examples follow:

A fire may occur at any minute.
Skeleton: **fire may occur**

He was never seen again.
Skeleton: **he was seen**

The work would have been made much easier by automatic machines.
Skeleton: **work would have been made**

I have often wondered at this phenomenon.
Skeleton: **I have wondered**

In some cases the different words that make up the verb are separated, thus:

He was for a very long time occupied in examining the accounts.
Skeleton: **he was occupied**

Their enmity was in many instances turned into friendship.
Skeleton: **enmity was turned**

I have never, in all my long experience as a lawyer, met with such a case.
Skeleton: **I have met**

In some cases one of the parts of the verb precedes the subject substantive, and another part follows, thus:

Never shall their brave deed be forgotten.
Skeleton: **deed shall be forgotten.**

In no instance was the money wasted.
Skeleton: **money was wasted**

This is usually the case in questions, thus:

Have you seen my father?
Skeleton: **you have seen**

Can the disease be cured?
Skeleton: **disease can be cured**

How long did the fight last?
Skeleton: **fight did last**

Class Assignment IX

Be prepared to write on the blackboard the skeleton of each of the following statements and questions:

1. In that disguise you will in all probability not be recognized.
2. Have you ever seen the ocean?
3. What does the man want?
4. In very few cities has better work been done in the interest of the public health.
5. Was the speech well received?
6. Whom did the house elect as chairman?
7. Supplies can without doubt be secured from the government.
8. The lady was, as a matter of fact, very well pleased.
9. The United States soldiers, in case of any attempt at resistance to the authority of the governor, would have made short work of the offenders.
10. Far more wonderful, to my mind, than the growth of the Roman empire has been the development of our American civilization.
11. Meanwhile from city after city in the track of the storm had come news of many calamities.
12. Before inquiring as to the remedy for these evils, we must try to discover the cause.
13. At no time and on no account are members permitted to remove these books.
14. Why has this plan never been tried?
15. With only three days left, and with my assistant disabled, how can I be expected to finish the task by that date?
16. Will the children never stop their noise?

17. Has there ever been an earthquake in New York?

18. There might have been a serious accident.

19. Gay and hopeful, never admitting the possibility of defeat, Beecher with his little company of adventurers pressed forward.

20. Next in importance to his personal popularity comes his great oratorical ability.

21. Beyond the bridge a horseman wearing a long raincoat and a rubber hat waited quietly for the arrival of the stage.

22. For the welfare of his native land no sacrifice would have seemed too great.

23. To such an unimportant person as I he would not have taken the trouble to speak.

24. That amusing comedy would surely, under more favorable circumstances, have been a great success.

25. Numerous instances of his intense dislike of anything prosaic or conventional are to this day related among the older inhabitants of the village.

26. There has seldom been a stranger combination of candor and deceitfulness.

27. In several European cities similar conditions have been observed.

28. Has your promise to make amends for past offences yet been fulfilled?

29. When did I ever injure you?

30. Could a person unaccustomed to such behavior avoid feeling and showing amazement?

Theme 4

(See chapter VIII.)

Write the two words (the subject substantive and the predicate verb) that form the skeleton of each of the following statements and questions:

1. The inspector, having questioned the contestants and carefully examined their credentials, and having afterwards spent several hours in private consideration of the case, at last announced his decision.

2. The hero of the story, the leader of the robber band, is Daniel Redmond, alias Deadshot Dan, a native of Ireland now living in France.

3. Among all my friends and relatives there was not one to help me in my trouble.

4. What have you in your hand?

5. To a man not accustomed to gaiety and luxuries, an invitation to attend a fashionable boat-race and to dine afterwards at the Athletic Club is not a thing to be treated with indifference.

6. My home being in Wisconsin, I naturally chose the state university.

7. Nobody else being desirous of making a public spectacle of himself, Baxter modestly offered his services.

8. Not for his mysterious, fascinating stories, nor for the sweet, soft, chiming music of his poetry we chiefly honor him.

9. My experience in playing tennis having been exceedingly limited, I was somewhat reluctant to engage in a game.

10. Growing up among literary and artistic influences, educated at Charterhouse and Oxford, associating with such men as Arnold and Clough, entering later into the closest friendship with Tennyson, Palgrave naturally absorbed into his originally sensitive and artistic temperament the culture of the past and the spirit of the present.

11. Is that building the capitol?

12. The last man in the party, gradually dropping farther and farther to the rear, at last slipped into an alley.

13. In reply to your letter received yesterday, I have the honor to make the following report.

14. There is a stain on his record.

15. There is no justification for his conduct.

16. There are many foreigners here.

CHAPTER X

MODIFIERS: ADJECTIVES AND ADVERBS

LET us consider the make-up of the following statement:

Energetic men usually prosper.

The skeleton of this statement is

men prosper

Now notice that "energetic" goes with "men" in thought, and likewise "usually" goes with "prosper." Words that go with substantives and verbs in this way are called **modifiers,** because they usually modify — that is, change — the meaning of the words with which they go. Thus to say "Men prosper" is to express one idea; to say "Energetic men usually prosper" is to express a different idea, because the added words modify — that is, change — the meaning.

A modifier of a substantive is called an **adjective.** For example, the words printed in black type in the following list are adjectives, because each one goes with a substantive, as "energetic" goes with "men."

bright light	**American** government
black ink	**German** language
poor people	**tight** clothes
my father	**her** lesson
any person	**which** way
this year	**that** city
five fingers	**no** benefit

some day	**other** persons
many times	**fifth** degree
a fish	**the** school

A, *an*, and *the* are usually called **articles.** An article is simply one kind of adjective.

A modifier of a verb is called an **adverb.** The words printed in black type below are adverbs, because each one goes with a verb, as "usually" goes with "prosper."

speak **clearly**	write **legibly**
walks **fast**	behave **politely**
reads **aloud**	goes **now**
climb **up**	ran **out**
come **in**	pass **by**
never falls	**always** laughs
seldom succeeds	**often** stammers
was **much** astonished	is **little** interested
has **just** arrived	will **soon** depart

did **not** know

Now observe that the same word may be sometimes an adjective and sometimes an adverb. In the statement

The audience was little interested.

"little" goes with "was interested" and is an adverb. In the statement

The little boat sped swiftly.

"little" goes with "boat" and is an adjective. Likewise "fast," "much," and "just," which are adverbs as they are used in the list above, are adjectives in the following statements:

The fast horse was sold.
Much rain has fallen.
A just judge was chosen.

A substantive is often modified by several adjectives, thus:

the white house
a big blond man
the old oaken bucket
my dear young friend

And a verb is often modified by several adverbs, thus:

went slowly out
rose up angrily
seldom comes now
has never acted so before

When we say that a modifier "goes with" a word, we mean that it goes with the word in thought. But often a modifier does not stand next to the word it goes with in thought. For instance, in the statement

Usually an industrious man will succeed.

"usually" goes with the verb "will succeed" in thought, though it does not stand next to "will succeed."

Now look again at the statement

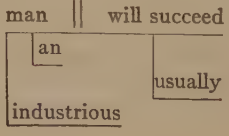
Usually an industrious man will succeed.

The skeleton of this statement is

man will suceed

"usually" modifies "will succeed." "An" modifies "man." "Industrious" modifies "man."

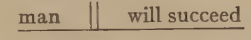
This is all true and correct, but it can be more conveniently expressed by a diagram, thus:



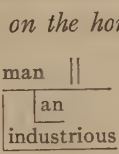
This diagram shows at a glance what the skeleton is, and how every other word is related to the skeleton.

Because such diagrams are much the most convenient form of showing the make-up of statements and questions, we shall make a good deal of use of them hereafter. When you are directed to diagram a statement, observe the following rules:

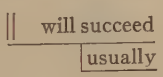
107 *Always begin by writing the skeleton on a horizontal line with a double line between the subject substantive and the predicate verb, thus:*



108 *For every adjective modifying the subject substantive, draw an L-shaped line under the subject substantive, and write the adjective on the horizontal part of this line, thus:*



For every adverb modifying the predicate verb, draw an L-shaped line under the predicate verb, and write the adverb on the horizontal part of this line, thus:



For further illustration a few more diagrams are added below.

Diagram for the statement "The audience was little interested"

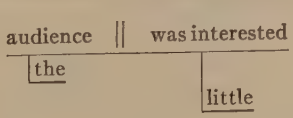


Diagram for the statement "The little boat sped swiftly"

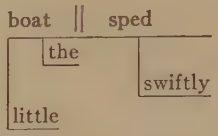


Diagram for the question "Where do you live now?"

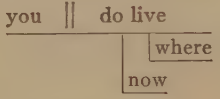


Diagram for the question "Is the house completely destroyed?"

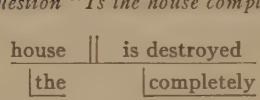
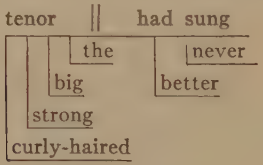


Diagram for the statement "Never had the big, strong, curly-haired tenor sung better"



Class Assignment X

A. Be prepared to state whether the italicized words in the following statements and questions are adjectives or adverbs, and what each one modifies:

1. The carriage came *early*.
2. The *early* worm may be caught.
3. *Late* in the evening came a rap at the door.
4. You have come *late*.
5. The *late* train was wrecked.
6. The *slow* process was finally finished.

7. There are several *slow* horses in the race.
8. You should go *slow* at the crossing.
9. Visitors must not talk *loud*.
10. *Next* came the cavalry.
11. Has the *first* game been played?
12. You should have got my permission *first*.
13. *Last* on the list stood my own name.
14. *Second* sergeants get *small* pay.
15. Is there a *better* way?
16. *Most* people like sunshine.
17. Which part do you enjoy *most?*
18. A sick man is less energetic than a *well* man.
19. You know *well* what I mean.
20. I liked the last chapter *best.*

B. Be prepared to diagram on the blackboard the following statements and questions:

1. Old Jacob will surely come.
2. Is your new suit finished yet?
3. Did the poor little boy ever recover?
4. My children always behave well.
5. Presently came a long, cheerful letter.
6. Never shall his noble sacrifice be forgotten.
7. Sometimes I sleep late.
8. Often the overworked, underpaid men growled angrily.
9. Where was your fat friend last seen?
10. How can a man be born again?

Theme 5

(See chapters VIII and IX.)

Write the skeleton of each of the following statements and questions:

1. At what time, in what place, and in whose company was he last seen?
2. Have you, in all your experience, either in human society or in books, ever met with such a person?
3. Harris was occupied at his desk until five o'clock.
4. What can a man like you know of such matters?

5. In a certain place to the east of these mountains there were recently found some rich deposits of silver ore.

6. Far from being hospitably received, the traveler, according to all accounts, was harshly commanded to move on.

7. Such proceedings have, in this community, always been regarded with disapproval.

8. Do you believe in ghosts?

9. On account of an accident in the shop I was, much to my regret, prevented from attending the meeting.

10. In the parlor were gathered a few neighbors waiting to hear the news.

11. His constant attentiveness, springing no doubt from pure kindness of heart, was nevertheless resented at times.

12. The lever should under no circumstances be moved beyond this point.

13. Did your aunt ever succeed in recovering the money?

14. Up the street, to the sound of martial music, marched the Prussians.

15. In case of extreme pain might not a dose of morphia perhaps be necessary?

16. The monkey, with his tail curling out from beneath his red jacket, had taken his place at the organ-grinder's feet.

17. Except for his fear of appearing inconsiderate Chase would probably have refused to accompany us.

CHAPTER XI

MODIFIERS: PREPOSITIONAL PHRASES

In the statement

Healthy men eat heartily.

it is clear that "healthy" modifies "men," and "heartily" modifies "eat."

Now, a group of words can do the same thing that "healthy" does in this statement. For example, if the statement is changed to

Men in perfect health eat heartily.

the group of words "in perfect health" goes with "men" just as "healthy" does in the first statement. Such a group of words, that modifies a substantive as an adjective does, is called an **adjectival phrase.** Other examples follow:

the look **on his face**
a piece **of bread**
the people **of the United States**
a man **without ability**
that book **on the table**
the quarrel **between the brothers**
life **beyond the grave**
the argument **for prohibition**
a story **about Lincoln**
life **in the far West**
a journey **across the hot, desolate plains**

Likewise a group of words can do the same thing that "heartily" does in the statement "Healthy men eat heartily." For example, if the statement is changed to

Healthy men eat with good appetite.

the group of words "with good appetite" goes with "eat" just as "heartily" does in the first statement. Such a group of words, that modifies a verb as an adverb does, is called an **adverbial phrase.**

Other examples follow:

stood **beside the well**
ran **across the bridge**
extends **throughout the year**
was done **by hand**
bumped **against the post**
waded **in the river**
flies **over the city**
sold **at auction**
left **without notice**
walked **with long, swinging strides**
fought **for his beloved native land**

Just as a substantive may be modified by more than one adjective, so a substantive may be modified by more than one adjectival phrase, thus:

a man **of great wealth from New York**

Likewise a verb may be modified by more than one adverbial phrase, thus:

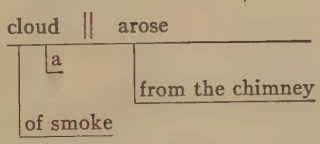
ran **to the fire at top speed**

And, like an adjective or an adverb, a phrase may be separated from the word it modifies. For instance, in

From the chimney a cloud of smoke arose.

"from the chimney" modifies "arose."

109 *In diagraming, treat an adjectival or an adverbial phrase just as you would treat an adjective or an adverb (see direction 108), thus:*



All the adjectival and adverbial phrases that we have been considering are made up in the same way. That is, each of them consists of a word like *in, by, against, from, of* followed by a substantive — for example,

in the river
by hand
against the post
from the chimney
of smoke
beside the wall

The substantive in these phrases sometimes is without modifiers — for example,

by hand
of smoke
for prohibition
about Lincoln
at auction
without notice

Sometimes the substantive is modified by one or more adjectives, thus:

in perfect health
on the table
in the far West
across the hot, desolate plains
for his beloved native land
with long swinging strides

Now all words, like *in, by, against, from, of, for, about, at, without, on, across,* which are used to introduce

adjectival and adverbial phrases of this kind are called **prepositions.** And all phrases made up in this way, whether they are adjectival or adverbial, are called **prepositional phrases.** And the substantive that follows the preposition in such a phrase is called the **object of the preposition;** for example, in the phrases

in perfect health
at auction
on the table
across the hot, desolate plains

"health" is the object of "in," "auction" is the object of "at," "table" is the object of "on," and "plains" is the object of "across."

Class Assignment XI

Be prepared to diagram on the blackboard the following statements:

1. The man with the light hair lodges in my house.
2. The letter from my brother told of the unfortunate loss.
3. A creditor of the firm entered at this moment.
4. Against this claim no argument of any weight could be made.
5. From this disagreeable task I now turned with great relief.
6. The road toward home lay through a dense dark forest.
7. Her argument for woman suffrage was loudly applauded by the great audience.
8. Beside the house stood a thick clump of bushes.
9. An old tree of rugged appearance stood beside the granary.
10. Around the corner rushed two guardians of the peace.

Theme 6

(See chapter X)

A. Tabulate the italicized words in the following statements and questions, and state whether each one is an adjective or an adverb, and what each one modifies.

110 *Use this form:*

1. loud	adjective	modifies "noise"
2. first	adverb	modifies "spoke"
3. next	adjective	modifies "speaker"
well	adverb	modifies "spoke"
4. late	adverb	modifies "arrived"

111 *Arrange your work in three straight columns. In the third*
112 *column be sure to enclose in quotation marks every word you quote. Observe rules 5 and 7.*

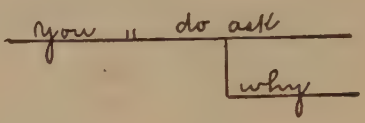
1. *Loud* noise is forbidden.
2. *First* the old senator spoke.
3. The *next* speaker spoke *well.*
4. The train arrived *late.*
5. *More* sand is needed.
6. He is my *only* brother.
7. Has she not been punished *enough?*
8. Two is an *even* number.
9. Is there *enough* food?
10. The boy came *near.*
11. We came to a steep *upward* slope.
12. He waited *outside.*
13. The *inside* surface was rough.
14. This sample is given *free.*
15. *Free* trade is desirable.

B. Diagram the following statements and questions.

113 *Put the number of each diagram half an inch above the diagram in the centre of the page; and between each diagram and the following number leave an inch of space, so that the*

number will be nearer to its own diagram than to the preceding diagram, thus:

1



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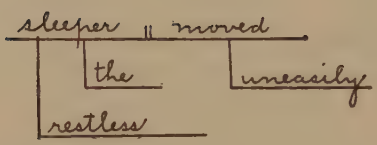


1. Why do you ask?
2. The restless sleeper moved uneasily.
3. Then the gentleman bowed civilly.
4. Soon this long, tiresome day will end.
5. Did her father seriously disapprove?
6. Thorough work always pays.
7. Never have such outrages been committed here before.
8. When shall this scholarly society meet again?
9. Sometime soon those two delightful people must be brought together.
10. Upward, upward rose the great yellow balloon.

CHAPTER XII

MODIFIERS: ADJECTIVAL AND ADVERBIAL CLAUSES

In the statement

Ignorant people are easily deceived.

it is clear that "ignorant" modifies "people." And in the statement

People of no education are easily deceived.

it is clear that the phrase "of no education" modifies "people" just as "ignorant" does in the first statement.

Now, if we change the statement to

People who have not been educated are easily deceived.

we have the group of words "who have not been educated," modifying "people" just as "ignorant" does in the first statement. This group of words "who have not been educated" is made up in a different way from "of no education," although both groups do the same thing — that is, modify "people." The group "of no education" is made up of a preposition and its object. But the group "who have not been educated" is made up of a subject substantive and predicate verb —

who || have been educated

A group of words made up in this way and used to modify a substantive is called an **adjectival clause.** Here are some other examples:

the house **that stands on the corner**
people **who live in glass houses**
dogs **that bark**
expenses **which were unnecessary**

In many cases the subject substantive of an adjectival clause does not stand at the beginning of the clause. For example, in

a man **whose face I had never seen before**

"whose face I had never seen before" is an adjectival clause modifying "man," and the skeleton of this clause is

I had seen

Other examples:

an automobile **in which sat a policeman**
Skeleton of the clause: **policeman sat**

the day **on which I was born**
Skeleton of the clause: **I was born**

Be sure to remember the difference between an adjectival phrase and an adjectival clause. Both do the same thing; but the clause has a skeleton, and the phrase has no skeleton.

In the statement

I sometimes oversleep.

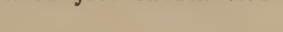
"sometimes" modifies "oversleep." In the statement

I oversleep on rare occasions.

"on rare occasions" modifies "oversleep" in the same way. In the statement

I oversleep when I have overworked.

"when I have overworked" modifies "oversleep" likewise. This group of words, "when I have overworked" is made up of a subject substantive and a predicate verb —



A group of words made up in this way and used to modify a verb is called an **adverbial clause.** Other examples follow:

wept **when he heard the news**
watches **while his friend sleeps**
shivered **because he was cold**
was finished **before the winter came**
returned home **after the curtain went down**

Remember that an adverbial clause has a skeleton, whereas an adverbial phrase has none.

Words like *when, while, because, before, after,* when they introduce adverbial clauses, are called **subordinating conjunctions.**

Just as an adverb or an adverbial phrase may be separated from the verb it modifies, thus:

Sometimes I oversleep.
On rare occasions I oversleep.

so may an adverbial clause, thus:

When I have overworked, I oversleep.

114 *In diagraming, treat an adjectival or an adverbial clause just as you would treat an adjective or an adverb (see rule 108), thus:*

Diagram of the statement "Dogs that bark seldom bite"

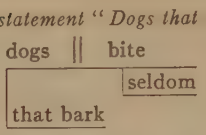
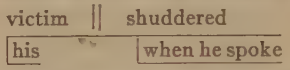
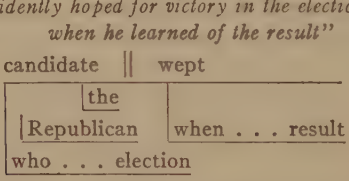


Diagram of the statement "When he spoke, his victim shuddered"



When such a clause contains more than three words, write in the diagram only the first and the last words with three dots between, thus:

Diagram of the statement "The Republican candidate, who had confidently hoped for victory in the election, wept when he learned of the result"



Class Assignment XII

A. Be prepared to diagram on the blackboard the following statements:

1. The letter which you wrote arrived while I was out of town.
2. He traveled whenever he got a chance.
3. When I came into the room, the company arose.
4. The man to whom I spoke turned quickly around when he heard my voice.
5. The house that we have decided to buy stands where two roads meet.
6. Davis, whose position was in the bow, shouted in alarm as he saw the approaching steamer.
7. The people whom I invited to come have declined.
8. Because the weather was pleasant, the two friends who were fond of outdoor exercise, walked across lots to the train.

9. My son, who was appointed to a foreign post, has departed for Europe.

10. When the governor urged him to stay awhile, Sumner, who was only too willing to be persuaded, came in.

B. Be prepared to write on the blackboard the skeleton of every adjectival and adverbial clause in the preceding
115 ten statements. *In doing this kind of work use the following tabular form:*

Clauses	Skeletons	
1. **which you wrote**	**you**	**wrote**
while . . . town	**I**	**was**
2. **whenever . . . chance**	**he**	**got**

Represent clauses of more than three words by writing the first and the last words with three dots between; for example, instead of "while I was out of town," write "while . . . town."

For the present, in considering the make-up of adjectival and adverbial clauses, do nothing but find the skeletons. Other matters connected with this subject will be studied later in our course.

Theme 7

(See chapter XI.)

Diagram the following statements, being careful to observe direction 113.

1. An old servant hobbled into the parlor.
2. A swift look of recognition passed between the two men.
3. The heavy lock of the chest had been smashed with an axe.
4. In a large, comfortable chair sat my friend from New York.
5. Then over the battlefield broke the light of a new day.
6. A man of that sort will stick at nothing.

7. The owner of the shop presently entered with an angry look.

8. The remainder of the stock was sold for eight thousand dollars.

Theme 7 M

Copy the two statements printed in smaller type below. Do not omit the numbers at the beginning of each paragraph, and in writing those numbers observe rule 16. Be careful to observe rules 5 and 6 in copying No. 1. Be careful that in spelling, punctuation, capitalization, use of the apostrophe, use of the hyphen, and all other details your copy is exactly like the original.

Observe that "*The Taming of the Shrew*" in No. 1 is printed in slanting type. This kind of type is called italic type or italics; and we say that words printed so are printed in italics, or that they are italicized.

116 **When you copy italicized words, or when you write words that would be italicized if they were printed, write them just as you would write other words, but draw a straight line under each of them, thus:**

shall amuse ourselves by analyzing The Taming of the Shrew.

Statements to be Copied

1. "In our English class, which meets at eight o'clock on Saturday," said the owl-like senior, "we shall amuse ourselves by analyzing *The Taming of the Shrew*."

2. As the bride with downcast eyes walked up the aisle to the altar, her father accidentally stepped on her train.

The object of this theme, and of the themes designated by M (8M, 9M, etc.) to be written later, is to practice being

correct in various matters of punctuation, spelling, capitalizing, etc. Theme 7M, for example, calls your attention to the following things, among others:

that the word *English* should be capitalized
that *The Taming of the Shrew*, being the title of a play, should be italicized
that *The* and *Taming* and *Shrew* should be capitalized
that *o'clock* should be written with an apostrophe after its first letter
that *owl-like* should be written with a hyphen
that *ourselves* and *downcast* should be written as single, solid words without hyphens
that the punctuation of these statements should be that used above
that *analyzing*, *taming*, *aisle*, *altar*, *accidentally*, and *stepped* should be spelled as they are here printed

Many of the rules that are to be obeyed in the writing of Themes 7M, 8M, etc. are rules that will not be studied until later in our course. But by writing the themes carefully and accurately, you can get some acquaintance with those rules in advance; and better than that, you can form the habit — to some extent unconsciously — of observing those rules. The object of our whole course of study is to get the ability to write correctly. Every one of these M themes will bring you nearer that object in a direct, practical way.

CHAPTER XIII

SUBSTANTIVE CLAUSES

In chapter VIII, at the beginning of our study of skeletons, it was said that when we make a statement or ask a question, there are usually two words in it that form the foundation of the whole statement or question — for example,

birds fly
friends were

This is usually the case. But in the present chapter we have to consider a kind of statement in which it is not the case.

What is the skeleton of the following statement?

That the earth revolves around the sun was discovered by Galileo.

In the first place, the predicate verb is clearly "was discovered." The speaker clearly means to say that something "was discovered by Galileo." What is that something? It is not represented by either of the substantives preceding "was discovered"; the speaker does not mean to say that the earth was discovered by Galileo, or that the sun was discovered by Galileo. The thing which "was discovered by Galileo" is represented by the whole group of words preceding "was discovered." We have here a group of words playing the part usually played by the subject substantive.

The skeleton of the statement is this:

that the earth revolves around the sun } **was discovered**

Notice that the group of words that plays the part of the subject substantive is built upon a skeleton —

earth revolves

Such a group of words is called a **substantive clause.**

We have seen that a group of words built on a skeleton can be used like an adjective, as in

people **who have not been educated**

and that a group of words built on a skeleton can be used like an adverb, as in

oversleep **when I have overworked**

and that a group of words built on a skeleton can be used like a substantive, as in

that the earth revolves around the sun was discovered

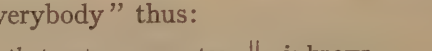
These three kinds of groups are called

adjectival clauses
adverbial clauses
substantive clauses

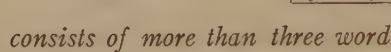
Clauses of all three kinds are called **subordinate clauses.**

The words *that* and *whether*, when they are used to introduce substantive clauses, are called **subordinating conjunctions** — the same name by which *when*, *while*, *because*, etc. are called when they are used to introduce adverbial clauses.

117 *In diagraming, put a substantive clause in the same place in which you would put a substantive used in the same way.* For example, diagram "That water evaporates is known by everybody" thus:



If the clause consists of more than three words, write the first and the last with three dots between. For example, diagram "That you are the best man for the place is universally acknowledged" thus:



Class Assignment XIII

A. Be prepared to diagram on the blackboard the following statements:

1. That he was a man of great wealth was not generally known.
2. That my conclusion is correct will be clearly proved in a short time.
3. That the fee charged by the lawyer for his services in this case was too large was admitted in court.
4. Whether the glee club can sing as well this year as last year is disputed by many people.
5. That there was much selfishness in his conduct can easily be shown.
6. That there is a general discontent with the present administration is easily perceived by a careful observer.
7. Whether there was any advantage to be gained from the enterprise was doubted by the wiser members.
8. That her ancestors ever saw the *Mayflower* has never been clearly established.

B. Be prepared to write on the blackboard the skeleton of every substantive clause in the preceding eight statements. In doing this, observe direction 115.

In studying the make-up of these substantive clauses, do nothing but find the skeletons; disregard other matters for the present.

Theme 8

(See chapter XII.)

A. Diagram the following statements:

1. The front door, on which his name was printed, could easily be seen from the street.
2. Everybody who passed spoke pleasantly to the invalid.
3. Many immigrants whose business prospers return to their old homes after a few years.
4. Because the night was very dark, a lantern was needed.
5. The calamities which they had shared in the past were now forgotten.
6. When he feels dejected, he cannot work.
7. The book which he carried in his pocket had come from a second-hand shop.
8. A ship which came from Peru anchored in the harbor as the sun went down.
9. The chair on which he sat creaked continually as he shifted his position.

B. Write the skeleton of every adjectival and adverbial clause in the preceding nine statements. Follow direction 115.

Theme 8M

Copy the following statements. Be sure to observe rules 5, 7, 8, 9, 16.

1. Completely overcome with embarrassment, he tried to apologize.
2. She smilingly answered, "It's all right, George; there's no harm done."
3. He coolly announced that he would keep three fourths for himself and that Philip and I should receive two hundred dollars apiece in February, this arrangement being what he considered a just division.

CHAPTER XIV

INDEPENDENT PREDICATIONS

In the preceding six chapters we have been studying the make-up of groups of words built on skeletons. The groups that we have observed are of two kinds:

First, independent statements or questions, like

The house was vacant.
Have we time to catch the train?

Second, subordinate clauses — that is, groups which form parts of independent statements or questions, being used like adjectives, as "to whom I spoke" is used in

The man **to whom I spoke** turned around.

like adverbs, as "whenever he got a chance" is used in

He traveled **whenever he got a chance.**

or like substantives, as "that he was a man of great wealth" is used in

That he was a man of great wealth was not generally known.

Now, any group of words that is built upon a skeleton is called a **predication.** This term **predication** is a very important one to understand and remember. Let us repeat:

Any group of words that is built upon a skeleton is called a predication.

To say the same thing in another way:

A predication is any group of words consisting of a subject substantive and a predicate verb together with whatever goes with that substantive and that verb.

Thus the groups of words

1. The house was vacant.
2. Have we time to catch the train?
3. The man to whom I spoke turned around.
4. He traveled whenever he got a chance.
5. That he was a man of great wealth was not generally known.

are all predications, for each of them is built on a skeleton:

1.	house	was
2.	we	have
3.	man	turned
4.	he	traveled
5. that . . .	wealth	was known

But the three groups

6. to whom I spoke
7. whenever he got a chance
8. that he was a man of great wealth

in numbers 3, 4, and 5 are also predications, since each of these is built on a skeleton of its own:

6.	I	spoke
7.	he	got
8.	he	was

Predications like numbers 1, 2, 3, 4 and 5 above are called **independent predications.**

Predications like numbers 6, 7 and 8 above are called **subordinate predications,** or (as we have seen) subordinate clauses.

It is important that you get the ability to recognize an independent predication whenever you see one. Definitions will not help you so much as examples and practice in class. Still, a definition may be useful to fall back on in case of doubt. We will therefore add a definition of the term *independent predication:*

An independent predication is a predication that does not play the part of an adjective, an adverb, or a substantive in a larger predication.

Or, to say the same thing more briefly:

An independent predication is a predication that is not a subordinate clause.

When you have an independent predication containing a subordinate predication, you have two predications. For instance, in the statement

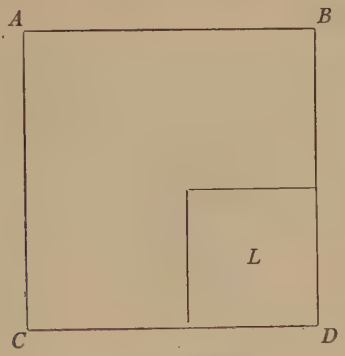
When you call, I will come.

you have two predications. But these two predications are not "when you call" and "I will come." *Not at all.* The two predications are these:

First, **When you call, I will come.**
Second, **When you call**

You see, the first one is the whole of the independent predication. "When you call" is a part of this because it is an adverbial clause modifying the verb "will come," and we have said that a predication is "a subject substantive and a predicate verb *together with whatever goes with that substantive and that verb.*" The words "when you call" go with the verb; therefore we must include them when we state what the independent predication

is. When you have a big square containing a little square, thus:



you have two squares; one of them is *ABCD*, and the other is *L*. So, when you have an independent predication containing a subordinate one, your two predications are

First, **the whole independent predication**
Second, **the subordinate predication**

Class Assignment XIV

Be prepared to state in writing on the blackboard what are the predications in the following passage, whether each one is independent or subordinate, and what is the skeleton of each:

> When Sommers was a boy, he delighted in books. His parents, who wished him to be healthy and strong, often protested when he spent whole afternoons in reading. That he would have been benefited by more exercise was acknowledged even by himself. When he became interested in a good story, however, he found it very hard to lay down the book. There were three novels in which he took particular pleasure. He kept these carefully locked in a drawer because

he prized them so highly. These three books, the titles of which I have forgotten, came into my possession when Sommers died. Later, when my house burned down, they were destroyed.

118 *In doing this kind of work, use the following tabular form, making three straight columns:*

PREDICATIONS	KINDS	SKELETONS
when...books	independent	he delighted
when...boy	subordinate	Sommers was
his...reading	independent	parents protested
who...strong	subordinate	who wished
when...reading	subordinate	he spent

THEME 9

(See chapter XIII.)

A. Diagram the following seven predications, observing directions 113 and 117.

1. Whether the proceedings were entirely legal was seriously doubted by the court.
2. That the old man would cheerfully give his consent to the proposal was confidently expected.
3. That Nelles was the inventor of this ingenious machine was not known until last week.
4. Whether he reached his destination has never been discovered.
5. That their motive was honorable appears clearly in all their actions.
6. That there was much needless loss of life goes without saying.
7. Whether this policy will succeed for longer than a year or two is questioned by many citizens.

B. Write the skeleton of every substantive clause in the preceding seven predications. Observe direction 115.

Theme 9M

Copy the following statements. Observe rule 6.

1. "What do you take me for?" I protested. "Ours should be the larger share — not yours."

2. He has been accustomed to a care-free existence — to the enjoyment of many luxuries, such as comfortable apartments, pleasant journeys, and elaborate entertainments.

3. The incident that you have related proves that he is entirely free from self-interest.

CHAPTER XV

COÖRDINATION

In each of the skeletons that we have thus far considered, there have been one substantive and one verb, thus:

smoke rose

Now we have to consider skeletons of a slightly different kind.

A skeleton may have two substantives, thus:

John and Henry quarreled.

Also a skeleton may have two verbs, thus:

Mary screamed and ran.

Two or more substantives forming the first part of a skeleton are said to be **coördinate with each other;** and two or more verbs forming the second part of a skeleton are likewise said to be **coördinate with each other.** *Coördinate* means *playing the same part.* In the skeleton

John and Henry quarreled.

"John" and "Henry" play the same part, since both are subjects of "quarreled." In

Mary screamed and ran.

"screamed" and "ran" play the same part; both make an assertion about "Mary." For this reason we say that

"John" is coördinate with "Henry," and "screamed" is coördinate with "ran."

A word used to connect coördinate words, as *and* is used in the foregoing examples, is called a **coördinating conjunction.** The word *and* is the chief coördinating conjunction, but there are a few others, as we shall see later.

In the examples that have been given, the two coördinate words joined by *and* have stood immediately before and after the *and*, thus:

John and Henry
screamed and ran

But in many cases two coördinate words do not stand in these positions. When they do not, we can tell that they are coördinate by observing what part they play in the make-up of the predication. Coördination is not a matter of the position of words, but a matter of thought; and it is very important to be able to tell when words are coördinate with each other regardless of their position.

For example, in the statement

I left at twenty minutes after two and at four o'clock arrived at home.

what are the coördinate words that are joined by the "and"? In considering this question, remember what *coördinate* means — *playing the same part.* We wish to find the words that play the same part in this statement. We see that "left" and "arrived" play the same part; each does the same thing that the other does: each makes an assertion about "I." We say, then, that "left" and "arrived" are coördinate. And if we are

asked what "and" joins, we answer that "and" joins "left" and "arrived."

Again, what are the coördinate members joined by "and" in the statement

The President of the United States and many other prominent men approve of the plan.

"President" and "men" are both subject substantives of the verb "approve"; therefore we say that "President" and "men" are coördinate, or that "and" joins "President" and "men."

In previous chapters we have seen that a word may have several modifiers, thus:

hot, desolate plains
slowly, sadly departed

In such a case the modifiers are coördinate with each other because they play the same part; "hot" is coördinate with "desolate," for example, and "slowly" is coördinate with "sadly." Coördinate modifiers are often not joined by conjunctions, as in the examples above; but often they are joined by conjunctions, thus:

hot and desolate plains
slowly and sadly departed

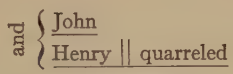
Also one modifying word may be coördinate with a group of words. For example, in

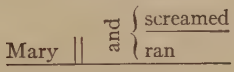
walked cautiously and without noise

the adverb "cautiously" and the adverbial phrase "without noise" are coördinate with each other because they both do the same thing — modify "walked."

119 *In diagraming, write coördinate members that are joined*

by a conjunction on parallel lines, one above the other, connect them with a brace ({), and write the conjunction on the brace, thus:





Treat modifiers just as you have been doing hitherto. For example, diagram "I left at twenty minutes after two and at four o'clock arrived at home" thus:

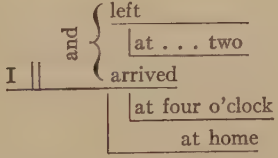
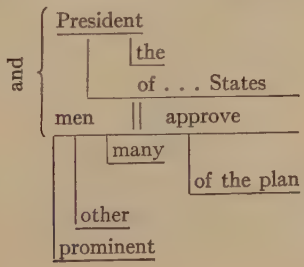


Diagram "The President of the United States and many other prominent men approve of the plan" thus:



Class Assignment XV

A. Be prepared to diagram on the blackboard the following predications:

1. The king of France and the emperor of Russia lived in constant danger and in perpetual anxiety.
2. He crept in without a sound and cautiously went upstairs.
3. I was admitted by the butler and with great ceremony was conducted through the hall and into the dining room.
4. Rich and prosperous men live in luxury and without care.
5. Calmly and without haste he stood up and spoke to the chairman.
6. He was discouraged by the numerous difficulties and finally gave up.
7. She read slowly and without any omissions and then looked at me inquiringly.
8. Gordon sailed away in June and since that time has not been seen.

B. Be prepared to tell in writing on the blackboard what two words or groups of words are connnected by each "and" in the foregoing predications. *Use the following form:*

1. The first "and" joins "king" and "emperor." The second "and" joins "in constant danger" and "in perpetual anxiety."
2. "And" joins "crept" and "went."

In this work be careful to enclose in quotation marks every word you quote, to begin every statement with a capital, and to observe rules 5, 7, and 16.

Theme 10

(See chapter XIV.)

State what are the predications in the following passage, whether each is independent or subordinate, and what is the skeleton of each.

That Bennet had called at the house on the preceding day was not known by the ladies, because the maid had forgotten to give them his cards. After they learned of his departure from the city, they were astonished at his leaving without saying good-bye to them. In a few days a letter from him, in which he expressed his regret at not having found them at home, was delivered at the house. When this letter had been read, the maid who had forgotten to give the cards to the ladies was dismissed.

In doing this work, observe direction 118.

CHAPTER XVI

COÖRDINATE PREDICATIONS

We have seen that a substantive may be coördinate with another substantive, thus:

John and Henry

that a verb may be coördinate with another verb, thus:

screamed and ran

and that a modifier may be coördinate with another modifier, thus:

big and strong
slowly and sadly

In the same way a whole predication may be coördinate with another whole predication, thus:

The conductor waved his hand, and **the train started.**
I invited him, but **he declined.**
We pity them, for **they are unfortunate.**
You must remove that flag, or **I will withdraw from the convention.**

Words used to connect coördinate predications, as *and* is used above, are called by the same name as those used to connect coördinate substantives, verbs, and modifiers — namely, **coördinating conjunctions.** The principal coördinating conjunctions used to connect coördinate predications are these six:

and	**or**
but	**nor**
for	**neither**

It is important to avoid mistaking coördinate members of a single predication for coördinate predications. For example, do not mistake the following statement for a pair of coördinate predications:

He looked hurriedly through the volume and presently stopped at page 40.

Examining this statement carefully, we see that its skeleton is

he looked and stopped

It is a predication with one subject substantive and two coördinate predicate verbs. The "and" does not connect two predications; it connects two verbs.

We have seen that the fundamental part of a predication is the skeleton; for example, the fundamental part of

The great hall of the castle glittered in the evening with a thousand lights.

is the skeleton

hall glittered

Now, the subject substantive together with whatever goes with it is called the **complete subject,** or simply the **subject;** thus in the preceding example the subject substantive is

hall

and the **subject** is

the great hall of the castle

Likewise the predicate verb together with whatever goes with it is called the **complete predicate,** or simply the **predicate;** so in our example the predicate verb is

glittered

and the predicate is

glittered in the evening with a thousand lights

As there are coördinate subject substantives and coördinate predicate verbs, so there are of course coördinate subjects and coördinate predicates. Thus in the predication

The lawyer and his aged client consulted together for a long time and finally arrived at a decision.

the two subjects, "the lawyer" and "his aged client," are coördinate; and the two predicates, "consulted together for a long time" and "finally arrived at a decision," are coördinate.

Two or more coördinate subjects are said to make up a **compound subject;** and two or more coördinate predicates are said to make up a **compound predicate.** Thus the words

the lawyer and his aged client

form a compound subject; and the words

consulted together for a long time and finally arrived at a decision

form a compound predicate.

The predication

He looked hurriedly through the volume and presently stopped at page 40.

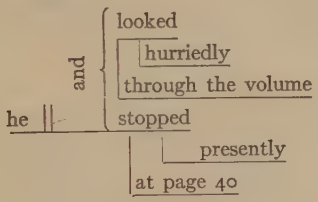
has, as we have seen, two coördinate predicate verbs,

looked and stopped

It therefore has two coördinate predicates,

looked hurriedly } **through the volume** } and { **presently stopped** { **at page 40**

That these two predicates are coördinate with each other would be indicated by one of our regular diagrams, thus:



But it may be shown more simply thus:

he and { looked hurriedly through the volume
presently stopped at page 40

This method of showing coördination we shall call **diagraming for coördination.** We shall use it to indicate whether a statement contains coördinate predicates or coördinate predications.

121 *In diagraming for coördination, follow the models below:*

Diagram of the statement "I searched diligently and was rewarded at last by a valuable discovery"

I and { searched diligently
was rewarded at last by a valuable discovery

Diagram of the statement "I searched diligently, and at last my efforts were rewarded"

and { I searched diligently
at last my efforts were rewarded

Class Assignment XVI

Be prepared to tell in writing on the blackboard whether each "and," "but," or "for" in the following statements connects coördinate predicates or coördinate predications, to diagram the statements for coördination, and to write
122 under each predication its skeleton. *Use the following form:*

1. "And" joins predicates, thus:

the travelers $\overset{\text{and}}{\Big\{}$ started . . . morning / at . . . village

Skeleton: travelers started and arrived

2. "For" joins predications, thus:

$\overset{\text{for}}{\Big\{}$ the loss . . . him
Skeleton: loss troubled
hides . . . valuable
Skeleton: hides were

3. "But" joins predicates, thus:

the . . . welfare $\overset{\text{but}}{\Big\{}$ had . . . life / is . . . honor

Skeleton: patriot had but is held

123 *In writing* "And" joins predicates, "For" joins predications, *etc., be sure to capitalize the conjunction and to enclose it in quotation marks.*

1. The travelers started early in the morning and at nine o'clock arrived in the village.

2. The loss of the hides troubled him, for hides were at that time very valuable.

3. The noble patriot who thus devoted himself to his country's welfare had many enemies during his life but is now held universally in honor.

4. Our interview was not long, but the conversation was extremely interesting to us both.

5. Public opinion had changed radically during my absence and was now thoroughly in my favor.

6. I was disgusted with these farcical proceedings and made up my mind to put an end to them.

7. He drew a banknote out of his fob and with a grand air tossed it to the landlord.

8. I am well acquainted with your master, and he quite approves of my errand.

9. It was a large estate, and my uncle lived there in lordly style.

THEME 11

(See chapter XV.)

A. Diagram the following predications:

1. A destructive fire and two serious collisions between automobiles occurred in the city yesterday.

2. Two receptions at the capitol and several large dinner parties were given in his honor.

3. The rider glanced carelessly over his shoulder and rode forward without a word.

4. He wrote slowly and without any errors.

5. Tired and out of patience, Hopkins looked again at his watch and then hastened from the room.

6. Against my own wish and in spite of the doctor's orders I stayed indoors.

7. The invalid lay quietly on the sofa and sadly gazed at the distant hills.

B. Tell in writing, observing direction 120, what two words or groups of words are connected by each "and" in the preceding seven predications.

THEME 11M

Copy the following statements:

1. The fact that you are not acquainted with the management of high-school libraries and laboratories will probably affect your chances of getting the appointment.

2. When the picnickers asked permission to make use of the orchard adjoining Professor Perkins's house, he politely assented, his foremost principle of conduct being to accommodate his neighbors whenever it was possible.

CHAPTER XVII

MAKING SURE OF INDEPENDENT PREDICATIONS

When we read written or printed English, it is easy to pick out many of the independent predications, for many of them are marked by a capital at the beginning and a period at the end. Thus, in the following passage

> **Early in the morning of Saturday the twenty-seventh of July, Dundee arrived at Blair Castle. There he learned that Mackay's troops were already in the ravine of Killiecrankie. It was necessary to come to a prompt decision. A council of war was held.**

there are four independent predications, each beginning with a capital and ending with a period.

On the other hand, many independent predications are not indicated by a capital and a period. In

> **There were no lights to be seen in the house; everybody had gone to bed.**

there are two independent predications; but they are separated by a semicolon instead of a period, and the second one is not capitalized. In

> **The ascent was long and toilsome, for the infantry had to climb by twos and threes, and the baggage horses could mount only one at a time.**

there are three independent predications; but they are separated by commas, and the second and third are not capitalized.

Thus, in picking out the independent predications in something that we are reading, although we are helped in many cases by the punctuation, in many other cases we are not helped in this way. We must therefore not depend on punctuation; we must depend on finding the skeletons of the independent predications and finding all that goes with each skeleton. It is possible to do this with a passage that is printed without any punctuation. For example, by looking for the skeletons in the following passage, we can pick out each of the independent predications.

> the woods are dense with full-grown leafage all the trees except the basswood have blossomed and fill the air with perfume half the flowers of the woods and fields are out of bloom clovers and daisies are falling before the mower the early grain fields have already caught the color of the sun and the tasseling corn rustles its broad leaves above the rich loam

The independent predications in this passage may be indicated by the mark || at the end of each one, thus:

> the woods are dense with full-grown leafage || all the trees except the basswood have blossomed and fill the air with perfume || half the flowers of the woods and fields are out of bloom || clovers and daisies are falling before the mower || the early grain fields have already caught the color of the sun || and the tasseling corn rustles its broad leaves above the rich loam

It is not only possible to pick out independent predications in this way; it is very necessary and important to do so in order to learn one of the main things to know about writing English — namely, how to punctuate. Let us then make sure that we are able to do it. After we are sure, we shall begin to study punctuation.

You will be asked in the next assignment to show the independent predications in an unpunctuated passage by putting the mark || after each one. In doing this work, you must guard against certain errors.

124 In the first place, *do not mark as an independent predication an expression that has not a skeleton.* For example, in the expression

> **the dwindling stream has lost its boisterous clamor and goes murmuring with subdued voice over beds too shallow to hide a minnow**

do not put the mark || after "clamor"; for the remainder of the expression

> **and goes murmuring with subdued voice over beds too shallow to hide a minnow**

does not contain a skeleton and therefore is not an independent predication.

125 But on the other hand, *do not think that an expression is an independent predication just because it has a skeleton; it may be a subordinate predication.* For example, do not put the mark || after "floor" in the following expression

> **he stood in the square of warm sunshine on the uncarpeted floor while he put on his ancient and tattered clothes**

For the expression

> **while he put on his ancient and tattered clothes**

with its skeleton "he put," is an adverbial clause modifying "stood."

126 *Be sure to look after, as well as before, the place where you are thinking of putting the mark* || . If you read the words

he turned bravely around

which, if read by themselves, would make an independent predication, do not immediately put the mark ‖ after them. Look further. The statement may be

he turned bravely around when he heard the voice

Remember that an independent predication is a skeleton *together with whatever goes with it.*

Class Assignment XVII

A. Be prepared to put the following passages on the blackboard with the mark ‖ after every independent predication.

(1)

at this moment the three deer turned down-hill it was a great relief a man who is too tired to go a step up-hill can run fast down-hill I quickened my pace and presently got near enough to fire one deer fell the other went off at a walk

(2)

Porter had no rod he stood ready with the gaff Kelley looked up-stream and down-stream and then chose his ground he waded out a short distance and cast his fly I had just got my rod together when I heard the whir of Kelley's reel

(3)

in the fall the loon came as usual to bathe in the pond the hunters were on the alert they came quietly through the woods and stationed themselves near the pond the wind then rose the leaves began to rustle and the pond was covered with little waves no loon could be seen

(4)

suddenly from somewhere came a sharp bugle call instantly the air was full of the sound of hoofs the road was alive with flying cavalry squadron after squadron thundered by they

went past like a whirlwind the sight was glorious each squadron wheeled to the left and halted when it reached the great plain

(5)

all at once the spectators uttered a cry of dismay the sailor had fallen into the water four men hastily got into a boat to go to his rescue the sailor did not come to the surface he disappeared without a ripple and they searched for him in vain until night put an end to the search

B. Be prepared to tell what is the skeleton of every independent predication in the preceding passages.

Theme 12

(See chapter XVI.)

State in writing whether each "and," "but," or "for" in the following statements joins coördinate predicates or coördinate predications. Follow carefully directions 122 and 123.

1. The servant who received me at the door was offensively uncivil, and the whole atmosphere of the house was distasteful to me.

2. I took the candle from the servant at my chamber door and entered alone.

3. My threat had evidently taken effect, for the fellow never troubled us again.

4. He did not accept the lawyer's invitation to be seated but walked restlessly about the room.

5. This letter will serve you for an introduction and will not compromise me in any way.

6. We drove on for several miles until we came to the crossroads, and there I left him.

7. The carriage came presently to the door, and leaving my breakfast unfinished, I departed.

CHAPTER XVIII

MAKING SURE OF INDEPENDENT PREDICATIONS — Continued

THERE are a few more warnings, besides those given in the last chapter, to be observed in determining what are the independent predications in an unpunctuated passage.

127 *Do not mistake a substantive and a participle for a skeleton.*

We saw in chapter IX that a verb has a number of different forms; for example, the verb *take* has the forms *takes*, *took*, *will take*, *has taken*, *could take*, *may be taken*, etc. A participle is one of these forms of a verb. A verb usually has six forms called participles, but for the present we need notice only four of these. The forms

taking	**reading**	**ending**
being taken	**being read**	**being ended**
having taken	**having read**	**having ended**
having been taken	**having been read**	**having been ended**

are participles of the verbs *take*, *read*, and *end*. The forms

writing	**publishing**	**building**
being written	**being published**	**being built**
having written	**having published**	**having built**
having been written	**having been published**	**having been built**

are participles of the verbs *write*, *publish*, and *build*.

The forms

being	**having**
having been	**having had**

are participles of *be* and *have*.

Now, a participle cannot make an assertion. If we wish to make an assertion about the weather, we never say

The weather being pleasant to-day.

or

The sun shining brightly to-day.

We say

The weather *is* pleasant to-day.

or

The sun *shines* brightly to-day.

Likewise a participle can never be used as the predicate verb in a subordinate clause. We do not say

The man **who having driven this horse** was careless.

but

The man **who *drove* this horse** was careless.

We do not say

They rested **when the work having been finished.**

but

They rested **when the work *had been finished.***

Therefore do not ever suppose that a group of words built on a substantive and a participle is a predication. For example, in the following expression

The great room which had lately been so full of noise and life was now entirely deserted the workmen having walked out at the sound of the whistle.

the group of words

the workmen having walked out at the sound of the whistle

is not a predication, for its verb, "having walked," is a participle. You should therefore not put the mark ‖ after "deserted." The whole expression "The great room . . . sound of the whistle" is one independent predication. Its skeleton is

room was deserted

and the expression "the workmen having walked out at the sound of the whistle" goes with this skeleton, because it tells why the room was deserted; that is, it modifies the skeleton.

A group of words like this, built on a substantive and a participle and modifying a skeleton, is called an **absolute phrase.** Here are some other absolute phrases:

I buttoned my coat and turned up my collar, **the night being very cold.**

They had to walk up the seven flights of stairs, **the elevator having broken down.**

No expense was spared in the employment of able lawyers, **the case being considered as extremely important.**

Their efforts to get a vote on the bill were unavailing, **the chairman deciding against them at every point.**

Every room was in a sad state of disorder, **the housework having been neglected for weeks.**

Do not, then, mistake absolute phrases for independent predications.

128 *Do not suppose that, because two independent predications seem so closely connected that they make up a single statement, they are one independent predication.*

For example, the expression

this knife cannot be used it is too dull

though it expresses the single idea that the knife is too dull to be used, expresses it in the form of two independent predications —

this knife cannot be used
Skeleton: **knife can be used**

it is too dull
Skeleton: **it is**

you should therefore put the mark || after "used," thus:

this knife cannot be used || it is too dull

Class Assignment XVIII

Be prepared to state in writing on the blackboard whether each of the following fourteen expressions consists of one or of two independent predications, and to write the skeleton
129 of each independent predication. *Use the following form for expressions consisting of two independent predications:*

1. Two independent predications:
   you . . . Wadsworth
   Skeleton: you must release

   he . . . innocent
   Skeleton: he is

Use the following form for expressions that consist of one independent predication:

2. One independent predication:
   Skeleton: Hathaway was called

1. You must release Wadsworth he is entirely innocent.
2. Hathaway was usually called "the Indian" by his familiar friends the name being suggested by his dark complexion and his gravity.

3. The boat was put in readiness for the long voyage every plank and every part of the engine being carefully examined.

4. Our old friends are now married and have homes of their own the only exceptions being Wickham and MacDonald.

5. I will not grant his request it is an insult.

6. These skates will be hard for me to use they are too long for me.

7. For a moment she only stared in amazement then she walked haughtily away.

8. There could be no dispute about the facts of the case the witnesses having all told exactly the same story.

9. The story of King Lear is derived from an old Celtic legend Lear being represented as a descendant of the first King of Britain.

10. Miss Harper will make the pudding for you she is a very good cook.

11. I enjoyed the journey extremely the scenery far surpassing that of my own country.

12. On the tenth day my money arrived this was a great relief.

Theme 13

(See directions 124–126.)

Write the following passage, putting the mark ‖ after every independent predication, and underlining the words that form the skeleton of every independent predication, thus:

in two minutes the battle was lost and won ‖ the ranks of Balfour's regiment broke ‖ he was cloven down while struggling in the press ‖

in two minutes the battle was lost and won the ranks of Balfour's regiment broke he was cloven down while struggling in the press Ramsay's men turned their backs and dropped their arms Mackay's own foot soldiers were swept away by the furious onset of Camerons his brother and nephew exerted themselves in vain to rally the men the former was laid dead on the ground by a stroke from a claymore the latter with eight wounds on his body made his way through the tumult

and carnage to his uncle's side even in that extremity Mackay retained all his self-possession he had still one hope a charge of cavalry might recover the day for of cavalry the bravest Highlanders were supposed to stand in awe but he called on the cavalry in vain Belhaven indeed behaved like a gallant gentleman but his troopers appalled by the rout of the infantry galloped off in disorder Annandale's men followed all was over and the mingled torrent of red coats and tartans went raving down the valley to the gorge of Killiekrankie

CHAPTER XIX

PUNCTUATION

130 The fundamental rule of punctuation is this: At the end of every independent predication there should be some mark of punctuation.

If we are able to pick out each independent predication in something we have written, we are able to tell most of the places where marks of punctuation are necessary. To learn what marks of punctuation are to be used at those places is not difficult. The main thing is to know where marks are to be used. It was for this reason that we gave so much time to making sure that we know independent predications when we see them.

For the purposes of punctuation independent predications are of two kinds:

First, those that are not joined to following independent predications by any of the six words

and	**or**
but	**nor**
for	**neither**

For example, the three independent predications printed in black type below are of this kind, for not any of them is joined to a following predication by *and*, *but*, *for*, *or*, *nor*, or *neither:*

Half the flowers of the woods and fields are out of bloom. Clovers and daisies are falling before the mower. The early

grain fields have already caught the color of the sun, and **the tasseling corn rustles its broad leaves above the rich loam.**

Independent predications of this kind are usually followed by a period, as the foregoing examples show.

Second, those that are joined to following independent predications by one or another of the six words

and	**or**
but	**nor**
for	**neither**

The two independent predications printed in black type below are of this kind; each of them is joined to the following predication by one of the six words.

Belhaven indeed behaved like a gallant gentleman, but his troopers galloped off in disorder. Annandale's men followed. **All was over,** and the mingled torrent of red coats and tartans went raving down the valley to the gorge of Killiekrankie.

Predications of this kind are usually followed by a comma, as the examples show.

What marks other than the period are sometimes used after predications of the first kind, and what marks other than the comma after predications of the second kind, will be explained later. For the present we shall use only the period in the one case and the comma in the other. We shall observe the following two rules, understanding that they are only temporary:

131 **Put a period at the end of every independent predication that is not joined to a following predication by one of the six words**

and	**or**
but	**nor**
for	**neither**

For example:

We are too late. She has gone.
I never knew. At least I do not remember.
I have had no breakfast. I am hungry.
I know this man. He is a spy.
Brewster has brought his car. This is lucky.
You say you have been in Springfield. I know it.
Strelitzky is not a Pole. He is a Russian.
McGuire has disobeyed orders. He must go.
You were there. I saw you.

An independent predication that is connected to a following predication by *for example* or *for instance* is governed by the preceding rule; for the connection in such a case is not made by the word *for*, but by the phrase *for example* or *for instance*.

131, note **Put a period at the end of an independent predication that is connected with a following predication by *for example* or *for instance*, thus:**

He always has bad luck. For example he lost his purse on the street to-day.

132 **Put a comma at the end of every independent predication that is joined to a following predication by one of the six words**

and	**or**
but	**nor**
for	**neither**

For example:

The doctor came, and we were relieved.
I was very comfortable, but I had to go.
That is a pity, for the last train has just gone.
He may lose his balance, or some other accident may happen.
There was no excuse to be made, nor did I try to make any.
They cannot see, neither can they hear.

Class Assignment XIX

Be prepared to write the following expressions on the blackboard, punctuating them according to rules 130–132. After every period you insert, begin the following word, of course, with a capital.

1. I know you you are the man who brought my trunk
2. The water was not hot enough to scald him and he was more frightened than hurt
3. He remained silent for fear had paralyzed his tongue
4. Every one was asleep perfect silence reigned
5. He wanted the letter to be legible and permanent so he wrote in ink
6. A hot fire is necessary therefore a strong draft must be provided
7. The clock struck five so the men stopped work
8. He was cross and sulky therefore he was disliked
9. I grew sick then I fainted away
10. He must be generous otherwise he would not have forgiven me
11. Here the ground was dry and violets grew in abundance
12. We soon arrived for the distance was not great
13. No medicine was prescribed for the patient seemed nearly recovered
14. He is well treated but still he is discontented
15. He acts very queerly in fact I suspect him of insanity
16. I like red hair and hooked noses in fact I like downright ugliness
17. The theme was faulty in many ways for example it contained several misspellings
18. One day a French ship was sighted and he ordered his men to give chase
19. I patted the dog's head and he wagged his tail joyfully
20. I employed a tutor but it was useless I could not master the subject
21. Then I hurried to breakfast it was good but I had to leave it half finished.

Theme 14

(See directions 124–128.)

State in writing whether each of the following ten expressions consists of one or of two independent predications, and write the skeleton of each independent predication. Use the form required by direction 129.

1. The work of reclaiming the land began in the winter that time of the year being the dry season
2. You are again late to your work this is a serious offense
3. This is not the right kind of pencil it is too soft
4. The photographer advised postponing the engagement the day being very cloudy and dark
5. He had changed greatly during my long absence his hair and beard having turned nearly white
6. Andrew deserves high praise he has done well
7. The straw hat was ruined by the rain its material being of the poorest quality
8. Here is the postman he has probably brought you a letter
9. I found your letter on my desk the servant having probably put it there by mistake
10. I hear the door bell somebody has come to see us.

Theme 14M

Copy the following statements:

1. In New Orleans, Louisiana, a French vessel containing a cargo of railroad iron, canvas, and jackknives landed in the forenoon of October 17, 1882.
2. It is sad that a well-trained scissors-grinder who has led an industrious and upright life should find himself deprived with such suddenness of the means of self-support.
3. "I know that my character is disagreeable to you," said the woman. "Nevertheless we must work together; otherwise we may both lose the benefits for which we have been striving."

CHAPTER XX

PUNCTUATION — Continued

We have seen that the period is the usual mark at the end of an independent predication that is not joined to a following predication by *and*, *but*, *for*, *or*, *nor*, or *neither*, thus:

I know you. You are the baggage man.

and that the comma is the usual mark at the end of an independent predication that is joined to a following predication by *and*, *but*, *for*, *or*, *nor*, or *neither*, thus:

We soon arrived, for the distance was short.

Now, the period and the comma are used for other purposes than the purpose of ending predications. When they are used for this purpose, we shall call them **end periods** and **end commas.** Thus the periods in

I know you. You are the baggage man.

are end periods. The comma in

We soon arrived, for the distance was short.

is an end comma. The use of marks of punctuation to show the ends of independent predications, as the periods and commas are used in the foregoing examples, we shall call **end punctuation.**

Aside from the period and the comma, the most useful and important mark of punctuation is the semi-

colon. It is often used as a substitute for an end period, thus:

You must release him; he is innocent.

And it is also often used as a substitute for an end comma, thus:

A charge of horse might still recover the day; for of horse the bravest Highlanders were supposed to stand in awe.

A semicolon may be used instead of an end period between two independent predications which are closely connected with each other in thought, thus:

This chisel is too dull; we must get a better one.

A semicolon may be used instead of an end comma between two independent predications, either or both of them more than ten words long, thus:

A light appeared in the distance; and a few minutes afterwards a big automobile came toward me at high speed.

The slanting beams of the rising sun touched his face with a hot glow; but still he slept.

The voices of the boatman reverberated loudly between the thick walls of trees on either bank of the river; and darkness seemed to ooze out through the tangled mass of the creepers.

We shall call a semicolon that is used as a substitute for an end period or an end comma an **end semicolon.**

We have said that in certain cases the semicolon may be used instead of an end period and may be used instead of an end comma. It *may* be used in these cases; it *need* not be used. Where the semicolon has been used instead of an end period in our examples, the period would be perfectly correct, thus:

You must release him. He is innocent.
This chisel is too dull. We must get a better one.

And where the semicolon has been used instead of an end comma, the comma would be perfectly correct, thus:

A charge of horse might still recover the day, for of horse the bravest Highlanders were supposed to stand in awe.
A light appeared in the distance, and a few minutes afterwards a big automobile came toward me at high speed.

133 Understand that when you have to separate by punctuation two independent predications closely connected in thought and not joined by *and, but, for, or, nor,* or *neither,* you have your choice between the period and the semicolon. Use whichever seems best to you at that particular place. In case of doubt use the period.

134 And when you have to separate two independent predications, either or both of them more than ten words long, joined by *and, but, for, or, nor,* or *neither,* use the comma or the semicolon according as you think best, and in case of doubt use the comma.

135 In applying the rule that a comma or a semicolon should stand between independent predications joined by *and, but, for, or, nor,* or *neither,* remember the difference between coördinate predicates and coördinate predications (see chapter XVI). The rule does not require a comma or a semicolon before a conjunction joining coördinate predicates.

Thus no comma is required before "and" in

The travelers started early in the morning and at nine o'clock arrived in the village.

because "and" here joins two predicates. But if the statement is changed to

> The travelers started early in the morning, and at nine o'clock they arrived in the village.

a comma is required before "and" because here "and" joins two predications.

135 **Also distinguish between the conjunction *for*, joining coördinate predications, thus:**

> I was glad, for I had my wish.

the preposition *for*, introducing prepositional phrases, thus:

> They sent a messenger for the doctor.

and the phrase *for example*, introducing independent predications, thus:

> He always has bad luck. For example he lost his purse on the train.
> His paper was faulty in many ways; for example it contained misspelling and bad punctuation.

A comma or a semicolon is required before the conjunction *for* but not before the preposition *for*. A period or a semicolon is required before the phrase *for example* introducing an independent predication; see rule 131, note.

In view of what has been said about the use of the semicolon, the temporary rules for end punctuation (rules 131 and 132) given in the last chapter should be revised as follows:

137 **Put a period or a semicolon at the end of every independent predication that is not joined to a following predication by one of the six words**

and	**or**
but	**nor**
for	**neither**

For example:

You say you have been in Springfield. I know it.
This chisel is too dull; we must get a better one.

138 **Put a comma or a semicolon at the end of every independent predication that is joined to a following predication by one of the six words**

and	**or**
but	**nor**
for	**neither**

For example:

The doctor came, and we were relieved.
A light appeared in the distance; and a few minutes afterwards a big automobile came toward me at high speed.

The rules of end punctuation, as they have just been stated, are still not complete; for other marks than the period, the comma, and the semicolon are sometimes used to mark the ends of independent predications. For example, the question mark and the exclamation mark are, as you know, used for this purpose, thus:

How long have you been here?
What a genius he is!

But all matters of end punctuation other than the use of the period, the comma, and the semicolon had better be postponed until a later point in our course. Until we reach that point, let the rules that have been given be followed as if they were final and complete. That will be the best way to learn how to punctuate.

Class Assignment XX

A. Be prepared to write the following statements on the blackboard, inserting commas or semicolons in those that consist of coördinate predications and omitting commas or semicolons from those that do not. Also be prepared to diagram for coördination, according to direction 121, every statement containing coördinate members.

1. He wished to model his conduct after Rowley's and the good-natured Rowley had not the heart to raise an objection.
2. The apartment had apparently served in the past as a library for there were traces of shelves along the walls.
3. Four or five mattresses were brought in for the use of the soldiers.
4. The reason for his conduct I never learned but I suspected him of a mercenary design.
5. A chaise and four smoking horses stood by the steps and moved on a little way to make room for us on our approach.
6. Happily we met no one for the street was at that hour entirely deserted.
7. He told me another anecdote for the purpose of warning me against indiscretions similar to his own.
8. He slipped out by the side door and so avoided the crowd assembled to greet him.
9. She always walked past the house without looking up or else went to her destination by another street.
10. This will be bad news for my father and mother in Scotland.
11. You must cheer up for the ordeal is over.
12. The reader is probably weary of scenes of travel and for my part I do not recall those miles with any particular pleasure.

B. Be prepared to write the following passages on the blackboard, punctuating them according to rules 137 and 138.

1. He had an excellent heart but his attitude toward it was the attitude of his aunt to her front parlor he used it as little as possible he kept it locked most of the time

2. The young doctor prospered and his fame increased his waiting room was always full of patients his income was large all that he needed was a wife

3. He loved that picture it was not only beautiful it was dear to him because of old memories he hated the idea of parting with it but an offer of seven thousand dollars could not be dismissed offhand

4. A heavy knock was heard then footsteps sounded in the hall the door was opened and a gruff voice asked for Mr. Foreman the newcomer was admitted the door was closed somebody seemed to be coming upstairs

5. She had not seen her son for two years so her joy cannot well be described she held his hands and he related his adventures he had been in Alaska and in South America he had mined he had hunted he had fought now he would stop wandering he would stay with her always

Theme 15

Copy the following expressions, punctuating them according to rules 130–132. Capitalize every word following a period.

1. It was growing dark so I lit the lamp
2. The old man cried and I cried too I couldn't help it
3. The room was warm therefore I opened the window it did no good I still felt faint
4. His beard was white but his hair was black
5. The train was already going fast it was too late to get off so I sat as patiently as possible
6. I was not born a gentleman neither have I lived like one
7. First he frowned then he smiled slightly
8. He seems to be very sick we must send quickly for the doctor
9. He went to the barn and fed the cattle he then ate his breakfast
10. It is growing late I must go
11. I have lost it but I don't care
12. I will not take the money I do not need it

CHAPTER XXI

PUNCTUATION — Continued

We have studied in the two preceding chapters only a few of the principles of punctuation; there are many others to be learned. But those few that we have studied are more important than all the rest put together, They are to the rest as the foundation is to a building. as the engine is to a steamship, as the heart is to the body. More than this, if we learn these few principles thoroughly, — learn to apply them and learn not to misapply them, — we shall have no trouble in learning the rest. Before we go on, then, let us make sure that we have learned them thoroughly. Let us try to apply them to our own writing.

Class Assignment XXI

Write out on paper a plain, straightforward account of what you did during any day within the past week, from the time when you got up to the time when you went to bed — an account, for instance, like the following:

How I Spent Last Thursday

Last Thursday I got up at six o'clock as usual. I was sorry to find that it was snowing hard, for that meant that there would be no more skating for some time at least. I put on my working clothes and went down cellar to shake the furnace and clean out the ashes. Then I went back to my room and dressed for the day. By this time the rest of the family

were up and dressed, and we all gathered in the dining room for breakfast. My mother reminded me that my uncle was to come that day on the four o'clock train and that my sister and I were to meet him. After breakfast I walked down to the car with my father, and when he had gone down to his office I went back and did a little studying before going to school. On the way to school my sister and I found the walking pretty hard, for a good deal of snow had fallen. School work went very well that day except that I made a bad mistake in my English class; but the teacher consoled me by saying that she would probably have made the same mistake herself. At noon the snow had stopped falling, and I hurried home and cleared the snow off the porch and the walks. My uncle's train was late, but it arrived; and he and my sister and I had a fine time going home together. Of course the family could do nothing that evening but talk to my uncle and learn all the interesting news he had to tell. I managed to do an hour's studying. At ten o'clock I put the furnace in order for the night and went to bed.

139 *Make your account about two hundred words long.* In counting your words to see that your composition is of the right length, first find out how many words you usually write in a line. If you find that your lines average about seven words, your paper should contain about thirty lines; if they average nine words, it should contain about twenty-three lines. In determining the average length of your lines, count every word; count the words *a* and *I* and *an* and *and* and *the* just as you count any other words. For example in the line

I will go in and get a piece of chalk

there are ten words. In the line

so inadequately have I estimated it

there are six words.

140 *Do not use any direct quotation in this account;* if you wish to report what somebody said, use indirect quotation.

Direct quotation reproduces the speech just as it was made and uses quotation marks, thus:

The teacher said, "I should probably have made the same mistake."

Indirect quotation tells what was said but does not reproduce the speech exactly as it was made, and does not use quotation marks, thus:

The teacher said that she would probably have made the same mistake.

141 **As is shown in the foregoing example, quotation marks should not be used with an indirect quotation.**

When a question is directly quoted, a question mark should be used, thus:

He asked, "Who is your father?"
He asked, "Has the train come?"

142 **But with an indirectly quoted question no question mark should be used.**

For example:

He asked who my father was.
He asked whether the train had come.

143 *Do not make any paragraph divisions in this account;* they are unnecessary in such a short composition.

Now comes the most important part of the assignment:

144 *Punctuate your account with end punctuation. That is, apply rules 137 and 138.*

Do not use any punctuation except end punctuation.
145 *Do not use any comma elsewhere than at the end of an independent predication.* If you think that a predication

is not completely punctuated without a comma at some place within it, then leave the punctuation incomplete. What we want in this exercise is not complete punctuation, but just end punctuation. We shall get along much better in our study of punctuation if we avoid, in our own compositions, the use of any marks not called for by rules that we have previously studied. Avoid in this account, then, the use of any marks not called for by rule 137 or rule 138.

This account of how you spent a certain day is not to be handed in at the next class session. You are only to have it ready, so that you may copy a part of it on the blackboard and may ask any questions you wish to ask about the punctuation of the remainder. At a later class session you will hand in the account as a regular theme.

The object of this exercise is practice in stating plain facts with correct end punctuation. Do not be unwilling to write the composition and to put it on the blackboard because you feel that it cannot be of interest. It will probably be much more interesting than you suppose; but even if it is not, that does not matter. This exercise is like an exercise with dumbbells in the gymnasium; it is not intended to amuse anybody, but to give you strength.

Theme 16

A. Write the following statements, inserting commas or semicolons in those that consist of coördinate predications and omitting commas or semicolons from those that do not (see rules 134–136). Diagram for coördination (see direction 121) those statements that contain coördinate members.

1. The low sound of his pleading voice worked powerfully on her heart and probably had considerable effect on his own also.

2. Some of the men opposed the scheme for the risk seemed very great.

3. The moon was full and showed every object within half a mile.

4. He spoke very good English for a foreigner.

5. You may have some difficulty but the case is by no means hopeless.

6. The lock of his door is broken and cannot be repaired without attracting attention.

B. Write the following passage, punctuating it according to rules 137 and 138.

The sailor lost his balance he tottered the spectators uttered a cry of alarm the sailor fell but caught hold of a rope and remained hanging in the air the sea was far below him and the rope swung to and fro in the air to go to his assistance would be a frightful risk not one of the sailors dared to venture it

CHAPTER XXII

NUMBER AND PERSON IN SUBSTANTIVES

All the matters of grammatical theory that are presented for study in this course are presented for the purpose of helping you to improve your ability to write English. The material that you studied in chapters VIII–XVIII, concerning skeletons, and the make-up of predications, and names for various kinds of words and groups of words — all this was assigned to you not merely that you might learn it but that you might make use of it in writing English. You did make use of it in punctuating the composition that you wrote. You made use of all of it, for the theory contained in chapters VIII–XVIII must be understood before the principles of end punctuation can be applied correctly. But that theory is useful in many other ways besides the matter of punctuation, as we shall see later.

Now we must study some other matters of theory, which we shall afterwards put to practical use.

We have seen that substantives usually have several different forms — for instance, *man*, *man's*, *men*, *men's*. Some of the forms of a substantive usually indicate one person or thing — for example,

man	**I**
box	**he**

and others indicate more than one person or thing — for example,

men	we
boxes	they

A substantive form of the first kind is called a **singular** form of the substantive, or more briefly a singular substantive; one of the second kind is called a **plural** form, or a plural substantive.

The substantives *I* and *we* are said to be in the **first person.** The substantives *thou* and *you* are said to be in the **second person.** Almost all other substantives are said to be in the **third person.**

The substantive *I* is said to be in the **first person singular;** *we* is said to be in the **first person plural.** *Thou* is said to be in the **second person singular;** *you* is said to be in the **second person plural.** A singular substantive in the third person is said to be in the **third person singular,** and a plural substantive in the third person is said to be in the **third person plural.**

Let us put the foregoing statements in tabular form:

I	first person singular
we	first person plural
thou	second person singular
you	second person plural
he, she, it, George, house, city, cow, college, etc. etc.	third person singular
they, men, houses, cities, cows, colleges, waves, etc. etc.	third person plural

Notice that *you* is classed as a plural substantive. We often use it to designate one person, as in "You are late, John." But it is always to be called a plural. When it designates a single person, it is to be regarded

as a plural used in a singular sense. In Shakespeare's plays and Scott's novels we read of kings or queens using the plural substantive *we* in a singular sense; for example, a king says "We are offended at our brother's behavior," meaning "I am offended at my brother's behavior." *We* was not used thus instead of *I* except by kings. And likewise people formerly did not use the plural *you* to mean one person except when they were speaking to kings. A man would say "You have done well" to a king, but to an ordinary person he would say "Thou hast done well." For some reason this use of *you* in a singular sense ceased to be confined to speeches addressed to rulers, and *you* has driven *thou* almost entirely out of use. But it is important to remember that *you* is a plural word, for a reason that will be explained later.

Class Assignment XXII

Be prepared to state on the blackboard what person and number each italicized word in the following passages is in. Tabulate the words that the teacher assigns to you, and
146 opposite each one state its person and number. *Use the following form:*

guest	third person singular
gesture	" " "
hand	" " "
he	" " "
you	second person plural
I	first " singular
times	third " plural

A

The *guest* made an impatient *gesture* of the *hand*, and addressed *Hepzibah* with what might easily be recognized as the licensed *irritability* of a petted *member* of the *family*.

"Hepzibah! — Hepzibah!" cried *he* with no little force and distinctness, "why do *you* keep that odious *picture* on the *wall?* Yes, yes! — *that* is precisely your taste! *I* have told you, a thousand *times*, that *it* was the evil *genius* of the *house!* — my evil genius particularly! Take *it* down, at once!"

"Dear Clifford," said *Hepzibah*, sadly, "*you* know *it* cannot be!"

"Then, at all *events*," continued *he*, still speaking with some *energy*, "pray cover *it* with a crimson *curtain*, broad enough to hang in *folds*, and with a golden *border* and *tassels*. *I* cannot bear *it! It* must not stare me in the *face!*"

"Yes, dear Clifford, the *picture* shall be covered," said *Hepzibah*, soothingly. "There is a crimson *curtain* in a *trunk* above stairs, — a little faded and moth-eaten, *I* am afraid, — but *Phœbe* and *I* will do wonders with *it*."

"This very *day*, remember!" said *he;* and then added, in a low, self-communing *voice*, "Why should *we* live in this dismal *house* at all? Why not go to the South of France? — to *Italy? — Paris, Naples, Venice, Rome? Hepzibah* will say *we* have not the *means*. A droll *idea* that!"

He smiled to himself, and threw a *glance* of fine sarcastic *meaning* toward *Hepzibah*.

B

Little *Tapin* was greatly startled. *He* had not thought he was saying the *words* aloud. And his *fear* increased when, on turning to see who had spoken, *he* found himself looking into the *eyes* of one who was evidently an *officer*, though his *uniform* was unfamiliar. He was plain-shaven and very short, almost as short, indeed, as Little Tapin himself, but about *him* there was something of *dignity* and *command* which could not fail of its *effect*. *He* wore a great black *hat* like a gendarme's, but without trimming, and a blue *coat* with a white plastron, the *tails* lined with scarlet, and the *sleeves* ending in red and white *cuffs*. White *breeches*, and

knee-boots carefully polished, completed the *uniform*, and from over his right *shoulder* a broad *band* of crimson *silk* was drawn tightly across his *breast*. A short *sword* hung straight at his *hip*, and on his left *breast* were three *orders* on red *ribbons*, — a great *star*, with an *eagle* in the centre, backed by a sunburst studded with *brilliants;* another *eagle*, this one of white *enamel*, pendant from a jeweled *crown*, and a smaller *star* of enameled white and green, similar to the large *one*.

Little *Tapin* had barely mastered these *details* when the *other* spoke again.

"Why art *thou* thinking to desert?" *he* said.

"Monsieur is an *officer?*" faltered the *drummer*, — "a *general*, perhaps. Pardon, but *I* do not know the *uniform*."

"A *corporal*, simply — a *soldier* of *France*, like thyself. Be not afraid, my little one. All *thou* sayest shall be held in *confidence*. Tell me thy *difficulties*."

Theme 17

Rewrite the account of how you spent some day, making all necessary corrections, and being careful to observe directions 139, 140, 143, 144, 145. Or else write a new account of how you spent some day, following the directions on pages 147–149.

CHAPTER XXIII

TENSE

We have seen that verbs have a number of different forms. For example, *take*, *takes*, *took*, *taken*, *taking*, *will take*, *has taken*, etc. are different forms of the same verb. The first of these forms, *take*, is as a matter of custom used as the name of the verb: we say, for example, that *take*, *takes*, *took*, *taken*, etc. are different forms of the verb *take*. Likewise we say that

write, writes, writing, written, wrote, etc. } are forms of the verb *write*

shoot, shoots, shooting, shot, etc. } are forms of the verb *shoot*

carry, carries, carrying, carried, etc. } are forms of the verb *carry*

buy, buys, buying, bought, etc. } are forms of the verb *buy*

have, has, having, had, etc. } are forms of the verb *have*

Thus to find the verb form that is to be used in naming the verb, when we wish to refer to "the verb so and so," is usually a simple matter. But there is one verb that is very peculiar. The forms *am*, *is*, *are*, *was*, *were*, *be*, *being*, *been*, *shall be*, *has been*, etc. are different forms of the same verb. What is the name of this verb? By custom the form *be* is used as the name; we say that the foregoing forms are forms of the verb *be*.

Some of the forms of a verb differ from one another in meaning. For example, the statements

He takes offense.
He took offense.
He will take offense.

mean three different things, because the three verb forms represent the action as occurring at three different points of time; *takes* represents present action, *took* past action, and *will take* future action. Forms of a verb that thus differ in meaning are said to be in different **tenses;** for example *take* is said to be in the **present tense,** *took* in the **past tense,** and *will take* in the **future tense.** Verb forms beginning with *has* — for instance, *has taken* — have still a different meaning; they represent completed action, and are said to be in the **perfect tense.**

There are other tenses besides the present, the past, the future, and the perfect; but let us make sure of these four before we go further.

The following forms of the verb *be* are in the tenses named opposite them:

is	**present tense**
was	**past tense**
will be	**future tense**
has been	**perfect tense**

The following forms of the verb *have* are in the tenses named opposite them:

has	**present tense**
had	**past tense**
will have	**future tense**
has had	**perfect tense**

The following verb forms are forms of the verbs named opposite them, and are in the tenses named opposite them:

loves	present tense of the verb *love*
loved	past tense of the verb *love*
will love	future tense of the verb *love*
has loved	perfect tense of the verb *love*
teaches	present tense of the verb *teach*
taught	past tense of the verb *teach*
will teach	future tense of the verb *teach*
has taught	perfect tense of the verb *teach*

There are, in the four tenses we are considering, other forms besides those that have been shown. For instance, *am* and *are*, besides *is*, belong to the present tense of the verb *be*. The several forms belonging to the same tense of a verb are used with different kinds of subject substantives. For example, *am* is used when the subject substantive is in the first person singular, thus:

I am an American.

Are is used when the subject substantive is in the first, second, or third person plural, thus:

You are an American.

Is is used when the subject substantive is in the third person singular, thus:

He is an American.
My father is an American.

But *am*, *is*, and *are* are all in the present tense of the verb *be*. In this chapter and the following we shall

consider only the one form in each tense that is used with a subject substantive in the third person singular — the form that would be used with *he* or *it*. This form in each tense is called the **third person singular** form of that tense, or, more briefly, the **third singular.** For example, *loves* is the third singular of the present tense of the verb *love; has loved* is the third singular of the perfect tense of the verb *love;* and so forth.

Class Assignment XXIII

A. Be prepared to name the tense of every verb in the following statements. Tabulate the verbs that will be assigned to you in class, and opposite each write the name
147 of its tense. *Use the following form:*

1. has tasted	perfect of *taste*
knows	present of *know*
2. tried	past of *try*
will try	future of *try*

Notice that in the right-hand column *taste*, *know*, and *try*
148 are italicized. *Be sure to underline the corresponding words in your work* (see rule 116). Be careful of spelling.

1. He has often tasted them, and he knows they are bitter.

2. He tried it once, but he will never try it again.

3. He has so accustomed himself to hardship that the journey will not fatigue him.

4. The Indians disappeared in the forest when the English soldiers attacked them.

5. The situation embarrasses us, but we will accommodate you.

6. He has constantly pursued me and has several times attacked me.

7. For a long time they disappointed us, but now the car we ordered has arrived.

8. The machinist adjusts the beam so that it will balance.

9. The clever way in which he answers all arguments will fascinate you.

10. The pipe has burst, and he has sent for a plumber.

11. I paid half the money and will arrange for the speedy payment of the rest.

12. He described the means by which the magician performed his tricks.

13. The fact that he knew so many people there surprised me.

14. He believes that the recent law has destroyed the value of his property.

15. She drew a letter out and laid it on the table.

16. Mr. Fletcher exhibits grave doubt as to whether this measure will benefit the people.

17. The faculty has met in secret session, and it will probably discipline the offenders severely.

18. If he divides his efforts among so many enterprises, he will exhaust his capital to no purpose.

19. When the lawyer has drawn the will, his clerk copies it.

20. The engineer connects the locomotive with the cars, and soon the train will ascend the mountain side.

21. He chose the site last week, and the builders will commence work next week.

22. He has laid the scene of the play in a forest which borders on a lake.

23. Any man who descends to such practices will deceive nobody but himself.

24. Whenever such an accident has occurred, the company has paid generously.

B. Be prepared to write on the blackboard the third singular of the present tense of each of the following verbs:

1. indulge
2. interrupt
3. mortgage
4. murmur
5. perceive
6. persevere
7. pertain
8. consider
9. operate
10. perform

the third singular of the past tense of each of the following:

11. see
12. shine
13. beg
14. rob
15. lie
16. rise
17. lead
18. deal
19. mean
20. drag

the third singular of the future tense of each of the following verbs:

21. occur
22. succeed
23. possess
24. stretch
25. pursue
26. recognize
27. relieve
28. regard
29. recollect
30. recommend

the third singular of the perfect tense of each of the following verbs:

31. mean
32. lie
33. begin
34. run
35. sing
36. ride
37. become
38. know
39. write
40. drown

Tabulate the forms that will be assigned to you in class, and opposite each one state what tense it belongs to, and
149 what verb it is a form of. *Use the following form:*

1. indulges	present of *indulge*
13. begged	past of *beg*
23. will possess	future of *possess*
40. has drowned	perfect of *drown*

Underline the names of the verbs in the right-hand column. Be careful of spelling.

Theme 18

(See chapter XXII.)

Tabulate the italicized substantives in the following passage, and opposite each one state its person and number. Observe direction 146.

"The *time* is come when *I* may as well speak," said the *prisoner*. "I have done nothing; my crime is that the condemned *man* is my brother. Early this afternoon I left home at Shottsford to tramp it all the way to Casterbridge *jail* to bid *him* farewell. I was benighted, and called here to rest and ask the way. When I opened the door, I saw before me the very man, my *brother*, that I thought to see in the condemned cell at *Casterbridge*. *He* was in this chimney-corner; and jammed close to him, so that he could not have got out if he had tried, was the executioner who'd come to take his *life*, singing a song about it and not knowing that it was his victim who was close by, joining in to save *appearances*. My brother looked a glance of agony at me, and *I* knew he meant, 'Don't reveal what *you* see; my life depends on *it*.' I was so terror-struck that I could hardly stand, and, not knowing what I did, I turned and hurried away."

The narrator's manner and tone had the stamp of truth, and his story made a great impression on all around.

"And do *you* know where your *brother* is at the present *time?*" asked the magistrate.

"I do not. I have never seen him since I closed this *door*."

"I can testify to that, for *we* have been between *you* ever since," said the *constable*.

"Where does *he* think to fly to? — what is his *occupation?*"

"He's a watch-and-clock-maker, sir."

"He said he was a *wheelwright* — the wicked rogue," said the constable.

Theme 18M

Copy the following statements.

1. After a long silence he finally asked what I thought the clerkship was worth.

2. In order to be well received here, you need the following articles: a good social connection somewhere else, a large wardrobe, and a faculty for getting numerous invitations to parties — especially dancing parties.

3. Coming into the great, lonely dining room about eight o'clock, I found Saunders, who, looking up from his newspaper, remarked quietly, "There was an outbreak in the Spanish provinces yesterday."

CHAPTER XXIV

VOICE

We have noticed one way in which verb forms differ in meaning — namely, by representing action at different points of time. Now we must notice another way. The two statements

The boy stole.
The boy was stolen.

have entirely different meanings because of the difference in meaning between the form *stole* and the form *was stolen*. This difference is not a difference of time; for both forms represent past action. The difference is that *stole* here indicates that the boy did the action, but *was stolen* indicates that somebody else did the action to the boy.

A verb form that represents the action as done by the person or thing named by the subject substantive, as *stole* does, is said to be in the **active voice.** A verb form that represents the action as done to that person or thing, as *was stolen* does, is said to be in the **passive voice.**

We have seen that active verb forms — for example, *teaches*, *taught*, *will teach*, *has taught* — differ from one another as to time, and are accordingly said to be in different tenses. Passive verb forms differ from one another in exactly the same way, and they are said to

be in the present or the past or the future or the perfect tense, just as active forms are, according as they represent the action as present, past, future, or completed. Thus the following passive forms of the verb *teach* are in the tenses named opposite them:

is taught	**present**
was taught	**past**
will be taught	**future**
has been taught	**perfect**

Observe that all these passive forms end with *taught,* and that the *taught* **is in** each case preceded by some form of the verb *be* (see page 158, above) — in the present tense by the present form *is,* in the past tense by the past form *was,* in the future tense by the future form *will be,* in the perfect tense by the perfect form *has been.*

For convenience we say that a verb form in the present tense and the active voice is in the **present active;** that one in the past tense and the passive voice is in the **past passive;** and so on. For example, the following forms are called by the names opposite them:

teaches	**present active**	**is taught**	**present passive**
taught	**past active**	**was taught**	**past passive**
will teach	**future active**	**will be taught**	**future passive**
has taught	**perfect active**	**has been taught**	**perfect passive**

Class Assignment XXIV

A. Be prepared to name the tense and voice of every verb in the following statements and questions. Tabulate the verbs that will be assigned to you in class, and opposite
150 each write the name of its tense and voice. *Use the following form:*

1. has done	perfect active of *do*
is proved	present passive of *prove*
achieved	past active of *achieve*
will be forgotten	future passive of *forget*
2. is received	present passive of *receive*
will stay	future active of *stay*

Underline the names of the verbs in the right-hand column. Be careful of spelling.

1. That he has done well is proved by the reputation he achieved, which will probably never be forgotten.

2. If he is cordially received, how long will he stay?

3. He asserts that the bill has been paid, but was any receipt ever given?

4. The letter in which he applied for a loan will be referred to the committee.

5. My clerk will wrap this valuable picture very securely, and no precaution for its safe delivery will be omitted.

6. It is greatly regretted by everybody that your excellent plan has been laid aside.

7. Danvers is always thrown into convulsions of mirth by my account of how the pig was stolen.

8. When a man has been pursued by such misfortunes as he has suffered, he is naturally led to a belief in a malign fate.

9. A man who studies as little as Emmet has done will surely be dropped from college.

10. Always cheerful and optimistic, Barry never cries over milk that has been accidentally spilled.

11. The officer tried the lock in vain and was finally driven to the use of his axe.

12. Such proceedings as he has carried on in the past will no longer be permitted.

13. A person who has been dazzled by the first sight of such splendor will usually lose his self-possession.

14. The thoroughness with which the fort was destroyed satisfied the general that the captain was a trustworthy man.

15. If this task has not been performed within ten hours, your chance of promotion will disappear completely.

16. An Indian who has buried the hatchet is usually preferred to one who has just dug it up.

17. If no irregularity has been committed in his department, why has his salary stopped?

18. A life of such hardship as has been described is deliberately chosen by many men.

19. The question whether the lieutenant is responsible for the loss that has occurred will be settled by the court martial.

20. The heroism with which their suffering was borne is sung by our poets.

21. When the river is frozen solid, the city will be attacked from the east side.

22. The invalid was disappointed at the meagre diet on which he was fed.

23. If the present system is proved impracticable, a new one will be planned.

B. Be prepared to write on the blackboard the third singular of the present active of

1. persevere
2. persuade
3. recognize
4. regard

the third singular of the past active of

5. descend
6. pay
7. pursue
8. burst

the third singular of the future active of

9. surround
10. torture
11. touch
12. view

the third singular of the perfect active of

13. sit
14. fall
15. steal
16. drive

the third singular of the present passive of

17. accustom
18. perform
19. attack
20. disappear
21. surprise
22. pursue
23. destroy
24. describe
25. lay
26. meet

the third singular of the past passive of

27. drown
28. send
29. deal
30. mean
31. begin
32. sing
33. know
34. write
35. draw
36. ride

the third singular of the future passive of

37. lead
38. freeze
39. tear
40. break
41. prove
42. choose
43. throw
44. feed
45. give
46. drive

the third singular of the perfect passive of

47. drop
48. stop
49. equip
50. handle
51. carry
52. try
53. embarrass
54. adjust
55. arrange
56. copy

Tabulate the forms that will be assigned to you, and opposite each one state what tense and voice it is in, and what
151 verb it is a form of. *Use the following form:*

1. perseveres	present active of *persevere*
6. paid	past active of *pay*
21. is surprised	present passive of *surprise*
40. will be broken	future passive of *break*

Theme 19

(See chapter XXIII.)

A. Tabulate the verb forms in the following predications, and opposite each one write the name of its tense and the name of the verb. Observe directions 147 and 148.

1. Any one who has dealt so treacherously forfeits the esteem of honest men.

2. He will guard the treasure in the acquisition of which he has spent so many years.

3. The foolish fellow imagines that the sun has never shone so brightly before.

4. The traveler threw himself wearily on a couch while the servant fed and watered the horses.

5. If he improves a little more, he will probably imitate Edwin Booth.

6. The same teamster that did my work last year will haul my goods to the station to-morrow.

B. Tabulate the third singular of the present active of

1. suggest
2. suppose
3. surprise

the third singular of the past active of

4. drop
5. stop
6. equip

the third singular of the future active of

7. surround
8. torture
9. touch

the third singular of the perfect active of

10. lead
11. freeze
12. tear

Observe direction 149.

CHAPTER XXV

NUMBER AND PERSON IN VERBS

SOME verb forms, we have observed, differ from one another in meaning, as *takes* differs in meaning from *took*, and *steals* from *is stolen*. There are, however, verb forms that do not differ at all in meaning. For example, in the statements

He takes no interest in athletics.
They take no interest in athletics.

the two verb forms both represent present action, and both represent action performed by the persons represented by the subject substantives; accordingly both are in the present active of the verb *take*. Likewise in

I have no objection.
He has no objection.

the two verb forms have exactly the same meaning, and both are in the present active of the verb *have*.

In studying tenses, we noticed only one form in each tense in the active voice, and one form in each tense of the passive voice, thus:

	ACTIVE	PASSIVE
Present	**teaches**	**is taught**
Past	**taught**	**was taught**
Future	**will teach**	**will be taught**
Perfect	**has taught**	**has been taught**

But there are in each of these tenses other forms besides those given above. Thus in the present active of *teach* there are three forms — *teach, teachest, teaches;* in the past active there are two — *taught, taughtest;* in the present passive there are four — *am taught, art taught, is taught, are taught;* and so on.

We have seen that there are six different kinds of substantives, as follows:

first person singular	**first person plural**
second person singular	**second person plural**
third person singular	**third person plural**

Now, the different forms in the same tense of a verb are used according to what kind of subject substantive the verb has. If the subject substantive is in the third person singular, one form is used, as in

He takes no interest.

If it is in the third person plural, another form is used as in

They take no interest.

And so on. Some verb forms are correctly used with only one kind of subject substantive. For instance, *takes* is correctly used only with a subject substantive in the third person singular, as in "He takes no interest"; with any other kind of subject substantive (as in "I takes" or "we takes" or "you takes" or "they takes") it is incorrect. But other forms are correctly used with several kinds of subject substantives. For instance, *take* is correctly used with a subject substantive in the first person singular, in the first person plural, in the second person plural, or in the third person

plural, as in "I take," "we take," "you take," "they take."

A verb form that can be correctly used with a subject substantive of a certain kind is named after that kind. Thus *has* can be used with a subject substantive in the third person singular, and *has* is therefore said to be in the **third person singular of the verb.** But *have* can be used with *I*, with *we*, with *you*, and with a substantive in the third person plural; *have* is therefore said to be in the **first person singular,** in the **first person plural,** in the **second person plural,** and in the **third person plural** of the verb.

What verb forms can be correctly used with the six different kinds of subject substantives is best shown by a table like the following:

PRESENT ACTIVE

Singular	*Plural*
1. I **teach**	we **teach**
2. thou **teachest**	you **teach**
3. he **teaches**	they **teach**

The numbers "1," "2," and "3" in this table indicate the first, second, and third persons. The substantives "I," "thou," "he," "we," "you," "they," are put before the verb forms to make clearer what kind of subject substantive each form can be used with. The forms in the third person, remember, can be used with thousands of subject substantives, which can be conveniently represented by "he" for the singulars and "they" for the plurals. The three entries under "Singular" and the three under "Plural" are not intended to make you suppose that there are six different forms in

the present active of the verb *teach*. They are intended only to show what present active form of *teach* can correctly be used with each of the six different kinds of subject substantives.

The forms belonging to the first, second, and third persons singular and plural in the present, past, future, and perfect tenses of a typical verb are shown in the following table:

FORMS OF THE VERB **TAKE**

PRESENT TENSE

ACTIVE VOICE		PASSIVE VOICE	
Singular	*Plural*	*Singular*	*Plural*
1. I take	we take	1. I am taken	we are taken
2. thou takest	you take	2. thou art taken	you are taken
3. he takes	they take	3. he is taken	they are taken

PAST TENSE

ACTIVE VOICE		PASSIVE VOICE	
Singular	*Plural*	*Singular*	*Plural*
1. I took	we took	1. I was taken	we were taken
2. thou tookest	you took	2. thou wast taken	you were taken
3. he took	they took	3. he was taken	they were taken

FUTURE TENSE

ACTIVE VOICE		PASSIVE VOICE	
Singular	*Plural*	*Singular*	*Plural*
1. I shall take	we shall take	1. I shall be taken	we shall be taken
2. thou wilt take	you will take	2. thou wilt be taken	you will be taken
3. he will take	they will take	3. he will be taken	they will be taken

PERFECT TENSE

	ACTIVE VOICE		PASSIVE VOICE	
	Singular	*Plural*	*Singular*	*Plural*
1.	I **have taken**	we **have taken**	I **have been taken**	we **have been taken**
2.	thou **hast taken**	you **have taken**	thou **hast been taken**	you **have been taken**
3.	he **has taken**	they **have taken**	he **has been taken**	they **have been taken**

By means of this table you can easily find nearly any verb form you may wish to find for some time to come. For instance, if you wish to find the third person plural form of the perfect passive of *murder*, look up the corresponding form of *take* in the table. You see it is (they) **have been taken.** Well then, the form of the verb *murder* that you wish to find is (they) **have been murdered.**

But there are two verbs so irregular that their forms had better be shown in separate tables. The first of these has no passive voice.

FORMS OF THE VERB **BE**

PRESENT

1.	I **am**	we **are**
2.	thou **art**	you **are**
3.	he **is**	they **are**

PAST

1.	I **was**	we **were**
2.	thou **wast**	you **were**
3.	he **was**	they **were**

FUTURE

1.	I **shall be**	we **shall be**
2.	thou **wilt be**	you **will be**
3.	he **will be**	they **will be**

PERFECT

1. I have been	we have been
2. thou hast been	you have been
3. he has been	they have been

FORMS OF THE VERB HAVE

PRESENT TENSE

ACTIVE VOICE		PASSIVE VOICE	
1. I have	we have	1. I am had	we are had
2. thou hast	you have	2. thou art had	you are had
3. he has	they have	3. he is had	they are had

PAST TENSE

1. I had	we had	1. I was had	we were had
2. thou hadst	you had	2. thou wast had	you were had
3. he had	they had	3. he was had	they were had

FUTURE TENSE

1. I shall have	we shall have	1. I shall be had	we shall be had
2. thou wilt have	you will have	2. thou wilt be had	you will be had
3. he will have	they will have	3. he will be had	they will be had

PERFECT TENSE

1. I have had	we have had	1. I have been had	we have been had
2. thou hast had	you have had	2. thou hast been had	you have been had
3. he has had	they have had	3. he has been had	they have been had

CLASS ASSIGNMENT XXV

A. Be prepared to tell the tense and voice of every italicized verb in the following passage, and what verb each belongs to. Use the following form:

Was told is in the past passive of *tell.*
Has been taken is in the perfect passive of *take.*

In the case of verbs in the active voice omit the mention of voice; omitting to mention voice in naming a verb form means that it is in the active voice. Thus:

> *Comes* is in the present of *come.*
> *Are* is in the present of *be.*

Notice that the parts of a good many verbs are separated; thus in "When will this celebration be held?" the verb is "will be held."

> Whenever my brother Talbot *comes* to see us, my son Matthew *is ordered* down from the nursery to perform for him. I can't say I *like* it. It's not especially good for the boy, and it's tiresome for me.
>
> Too much effort *is put* into all human intercourse, anyway; that's the amount of it. Social meetings should be effortless and easy; anxious attempts to please *are* a mistake. This *is* well *understood* at one's club. When men *meet* there, they don't immediately sing or play for one another, or drag one another around the rooms pointing out the pictures. But in one's home — !
>
> I *am* a man of strongly domestic tastes. Club life does not attract me. I *like* my home. On this question that I am speaking of, however, my wife's ideas and mine *differ.*
>
> And whenever, as I say, my brother comes to see us, it *is* always, "Now, Matthew, recite *The Battle of Blenheim* for Uncle Teapot" (that's what he *is called* at our house — Teapot instead of Talbot) or "Matthew *knows* how to conjugate his verbs now, Teapot. Wouldn't you like to hear him?"
>
> My son Matthew *is* not a trick animal.
>
> The other day, after one of these exhibitions, I *said:* "The next time you come here, Talbot, I *vote* that instead of having Matthew entertain you, you entertain Matthew. Turn and turn about, you know — that's fair play, *is*n't it?"
>
> I did not make this suggestion seriously, for I *knew* it would scarcely commend itself to Talbot.
>
> "I entertain Matthew? What good *will* that *do?*" Talbot asked.

"What good," I *retorted*, "does this Blenheim business do, if you *come* to that?"

Matthew had been listening all this while. He *is allowed* to be around far too much, that boy. In his shrill, unpleasant voice, which he doesn't get from me, he now *began* teasing his mother to make Talbot perform, and she, being the boy's slave, *backed* him up. She said she thought it would be very pleasant some day. So presently Talbot, who *hates* to be found unequal to any emergency, said, "Oh, very well, if you *wish* it, I *shall be delighted*."

"There *will be* a good opportunity next week." said my wife. "Matthew's birthday *will be celebrated* here with great pomp and ceremony. If you *will come* and give some sort of show, Matthew and his guests *will be* considerably *edified*."

"All right," answered Talbot. "When *will* this celebration *be held?*"

He *made* a note of the date and went away.

He *kept* his word. On the day of the party he came after all the small guests *were assembled*. He *seemed* in high spirits. I never *care* to be with fellows who *are* in high spirits; they *have* a feverish way of slapping one on the back and laughing at anything or nothing, as though they were unbalanced. I *stood* with my back close to the wall and merely *nodded* to Talbot.

"Oh Talbot!" said my wife, coming up, "I *am* glad you *have come*. The party *hasn't gone* very well. Some of the boys *have quarreled*, and the girls *have been frightened* by a mouse, and Matthew *has been* nearly *stunned* by falling down stairs. If you *will do* that entertaining we *spoke* of, the day *will be saved*."

"That's what I *came* for," *shouted* my brother cheerfully. "Come now, Niblo, and help me get ready."

"What is it you *wish* me to do, Talbot?" I *asked*. It occurred to me that it would be the reasonable thing to ascertain just what he *wanted* before refusing.

"Let's see," he said. "*Is* there a long whip in the house?"

My wife reminded me there *was* a whip in the hall closet.

I *started* to get the whip.

"And a high hat," added Talbot, "and an overcoat, and — Wait a minute, Niblo, now that all these people *are* here I must do this up brown. Ah, I have it! — an apron,

and that old green shawl of Hattie's and a boy's cap and sweater."

My brother Talbot *is* a very erratic sort of chap. I *am* never *surprised* much at anything he *does*. I checked off his items on my fingers.

"What kind of an apron?" I inquired.

He *said* any kind would serve.

Going through the wardrobe drawers, I *found* a short pink apron — if it *was* an apron — with lace shoulder-straps. I took it along. It *was* no concern of mine, I felt, if Talbot *wished* to make himself ridiculous.

But as it turned out, I *was forced* to take part in the show, much to my vexation. The ridiculous apron and the high hat *were put* on me, and I *was compelled* to sing *Annie Laurie* in this costume. Of course the children *were* vastly *amused*. Then I had to get down on all fours and *was ridden* like a horse by Talbot. Talbot's part of the program *was* very well *carried* out, though I *forget* just what he *did*. The show *was* uproariously *applauded*, and it restored the party to good will and gaiety. But I *was* much *annoyed* by the whole affair.

B. Be prepared to put on the blackboard in the following form:

I sit	we sit
thou sittest	you sit
he sits	they sit

the forms in the following tenses of the verbs named (in case voice is not mentioned, active forms are called for):

1. the past of *go*
2. the perfect of *go*
3. the perfect passive of *see*
4. the present of *have*
5. the present of *be*
6. the past passive of *carry*
7. the future passive of *drown*
8. the future of *fascinate*
9. the past of *be*
10. the past of *see*
11. the past of *have*
12. the past passive of *throw*

13. the future of *have*
14. the past of *shine*
15. the past passive of *surprise*
16. the future of *be*
17. the past of *do*
18. the perfect of *have*
19. the present passive of *permit*
20. the perfect of *be*
21. the present of *pursue*

Theme 20

(See chapters XXIII and XXIV.)

A. Tabulate the verb forms in the following statements, and opposite each write the name of its tense and voice and the name of the verb to which it belongs. Observe direction 150.

1. It has been proved in court that this violation of the law was planned carefully in advance.
2. The manager believes that this is the finest collection that has ever been exhibited.
3. The farm is heavily mortgaged, and he will lose it unless the interest is paid.
4. The abuse which he so bravely attacked has now disappeared.
5. Your story will surely not be believed, but some day the truth will be known.
6. If he loses his temper, it will surprise no one.

B. Tabulate the third singular of

1. the present active of *arrange*
2. the past active of *stop*
3. the future active of *accommodate*
4. the perfect active of *begin*
5. the present passive of *tear*
6. the past passive of *drive*
7. the future passive of *perform*
8. the perfect passive of *interrupt*

Opposite each form write the name of its tense and voice and the name of the verb to which it belongs. Observe direction 151.

CHAPTER XXVI

AGREEMENT

THE theory which you have been studying in chapters XXII–XXV was necessary in order to enable you to understand and apply the following practical rule, which is one of the most important principles of good English:

152 **A verb should agree with its subject in person and number. That is, if a subject is in the first person singular, the verb should be in the first person singular; if a subject is in the third person plural, the verb should be in the third person plural; and so on.**

Now, except when we use the incorrect expression "you was," we seldom make mistakes regarding the agreement of verbs with subject substantives in the first and second persons. For example, when we use *I* or *you* as a subject substantive, we never say "I goes" or "you has"; we instinctively choose the right verb form. Consequently there is no need of our studying the agreement of verbs with subject substantives in the first and second persons, except for one or two little matters which will be mentioned later.

But we often make mistakes regarding the agreement of verbs with subject substantives in the third person — such mistakes, for example, as saying "Every one of my brothers and sisters are married" instead of "Every one of my brothers and sisters *is* married"; or of saying

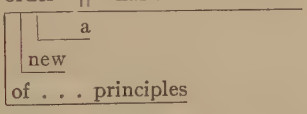
"The collection of Indian weapons, tools, utensils, and garments are very interesting" instead of "The collection of Indian weapons, tools, utensils, and garments *is* very interesting." Therefore we must study this matter carefully.

153 **When you write a predication in which a number of words come between the subject substantive and the predicate verb, as in**

A new **order** of ideas and principles **has been instituted.**

keep your subject substantive in mind; do not make the verb agree with some other substantive.

Your practice in diagraming predications will help you to observe this rule. For example, the predication used for illustration above is diagramed thus:



154 **Remember that in the present active of most verbs the third singular ends in *s*, but the third plural does not, thus:**

SINGULAR	PLURAL
he **seeks**	they **seek**
he **comes**	they **come**
he **goes**	they **go**

With most substantives the case is just the reverse; the singular does not end in *s*, but the plural does, thus:

SINGULAR	PLURAL
horse	**horses**
brick	**bricks**
essay	**essays**

Remember then that with respect to singular and plural the use of *s* is in the case of verbs just the opposite of what it is in the case of substantives. Thus, if you have begun a statement with the words

The preparation of all the different specimens

and if you are considering whether to finish thus:

takes time

or thus:

take time

first determine what your subject substantive is; it is "preparation"; "preparation" is singular, and therefore you should choose the singular form of the verb; the singular form of the verb is the one that ends in *s;* therefore you should write

The preparation . . . takes time.

155 **Remember that the third singular and the third plural of the irregular verbs *be* and *have* in the chief tenses in which the two forms differ are as follows:**

Singular	Plural
is	**are**
was	**were**
has been	**have been**
has	**have**
has had	**have had**

Class Assignment XXVI

Be prepared to state on the blackboard which of the two verb forms printed in brackets after each of the following predications should be used to fill the blank in the predica-
156 tion. *Do not copy any predication, but indicate which verb*

form should be used by writing only the subject substantive and the predicate verb chosen, thus:

1. one conducts
2. account has been published

1. One of the older members usually ——— the candidate to the platform. [conduct, conducts]

2. One of my windows ——— when I open it. [stick, sticks]

3. One of the strongest and most capable of the men ——— by sickness. [has been prostrated, have been prostrated]

4. The abbreviation of the names of cities, states, and months in letters ——— to be avoided. [is, are]

5. The absence of fire escapes from these tenement houses ——— by the inspector. [was observed, were observed]

6. The traveler's account of his hardships in the Arctic regions ——— in a popular magazine. [has been published, have been published]

7. The arrangements that young Harris always makes for his mother's comfort on the voyage ——— not only great filial devotion but great executive ability. [indicate, indicates]

8. His activity in athletic, dramatic, and social pursuits ——— no countenance from his father. [receive, receives]

9. The accuracy with which she records all transactions and keeps the accounts ——— that she is a faithful employee. [show, shows]

10. The custom of paying homage to kings and other rulers ——— no favor among socialists. [find, finds]

11. The doctor's experiments in the use of this drug in the treatment of diphtheria ——— as a brilliant piece of work. [is regarded, are regarded]

12. The privileges of membership in the Phœnix Club ——— the free use of the Lamson library. [include, includes]

13. The benefit to be derived from such violent exercises ——— small, if indeed there is any benefit. [are, is]

14. One of his older brothers ——— a creamery. [manage, manages]

15. One of my hats ———. [has been stolen, have been stolen]

16. One of the waitresses ———. [has left, have left]

17. One of us ———. [has been deceived, have been deceived]

18. Your allusions to the unhappy state of my business ——— unkind. [is, are]

19. The public announcement by the Van Beek brothers of the results of their recent investigations ——— wide attention. [has attracted, have attracted]

20. The adjustment of all the disputes and misunderstandings among the members ——— no small task. [was, were]

21. My uncle's advice to me concerning the precautions necessary for avoiding accidents ——— by my experience. [have been justified, has been justified]

22. Her affection for ecclesiastical forms and ceremonies ——— fanaticism. [approach, approaches]

23. The critic's keen analysis of the fallacies in the third and fourth chapters ——— high praise. [deserve, deserves]

24. Your feeble attempts to avoid giving a direct reply to my question ——— that you have something to conceal. [suggest, suggests]

25. The boundary between the two provinces concerned in these negotiations ——— somewhere north of the river Xingu. [lie, lies]

26. An answer to the demands of President Wilson and Admiral Mayo ——— before six o'clock. [is expected, are expected]

27. Association with such people as the Bunsons, the Calthorpes, and the Grundys ——— you more harm than good. [do, does]

28. My belief in fairies, ghosts, brownies, and Easter rabbits ——— by my skeptical friends. [was undermined, were undermined]

29. An apology for the many slights to which he has subjected us ——— the least he can decently offer. [is, are]

30. The beginning of these strange manners, customs, and ceremonies ——— in impenetrable mystery. [is concealed, are concealed]

Theme 21

(See chapters XXIII–XXV.)

A. Tabulate the verb forms in the following statements, and opposite each one indicate its tense and voice and the name of the verb to which it belongs. In the case of verbs in the active voice omit the mention of voice. *Use the following form:*

157

1. occurs	present of *occur*
agreed	past of *agree*
has been paid	perfect passive of *pay*
2. will embarrass	future of *embarrass*

1. It now occurs to me that the price upon which we agreed has never been paid.

2. It will embarrass me greatly if she recognizes me.

3. The speaker's remarks pertained chiefly to the wonders of science that will be performed in the future.

4. The glasses that have been dropped are broken.

5. The expense of the campaign that has gone on for the past year was borne by a few rich men.

6. This horse hauls a heavy load without protest, but he has never been ridden.

7. The orders were received last night, and the army will descend to the rendezvous to-morrow.

B. Write in the following form:

I come	we come
thou comest	you come
he comes	they come

the forms in the following tenses of the verbs named (in case voice is not mentioned, active forms are called for):

1. the present of *possess*
2. the past of *attack*
3. the future of *benefit*
4. the present passive of *pity*
5. the past passive of *permit*
6. the perfect passive of *try*

CHAPTER XXVII

AGREEMENT — Continued

In this chapter we shall not study any new principles, but shall take a little more exercise in applying the principles studied in preceding chapters.

Class Assignment XXVII

Be prepared to indicate on the blackboard which of the verb forms bracketed after each of the following predications is required in the predication by the principle of agreement (rule 152). Remember rules 153–155. In doing the blackboard work, follow direction 156.

1. The formal statement of the teachings and rules ——— set forth in the constitution. [is, are]

2. The distinction between economic and social causes often ——— arbitrary. [seems, seem]

3. In my opinion his attentions to the postmaster's daughter, after she had shown him she did not like him, ——— very presumptuous. [was, were]

4. The strain of all the difficulties and vexations and anxieties ——— more than he could bear. [was, were]

5. Only a few papers of this edition, which is printed at two P.M., ——— to the newsdealers. [goes, go]

6. In spite of all obstacles, the construction of the three hundred trestles and the twenty scaffolds ——— completed. [was, were]

7. His manipulation of the keys, stops, and pedals ——— miraculous to a novice. [look, looks]

8. One of the arguments he made to the delegates ——— to me especially convincing. [seem, seems]

9. The exact meaning of such words as *inspiration prophecy*, and *orthodox* at first ——— the layman. [puzzle, puzzles]

10. His diligent study of explosives, especially of such as might be used to destroy battleships, ——— at last rewarded. [were, was]

11. The manner in which he uses mixed metaphors, split infinitives, and dangling participles ——— lack of training. [show, shows]

Theme 22

Write a plain, straightforward account of a short journey or a short visit away from home, or both a journey and a visit — an account something like one of the following:

Our Visit to Petoskey

Two years ago in August my father and mother and I went by boat to Petoskey to spend three or four weeks. Our boat left Chicago late in the afternoon. We spent that night and most of the following day on the lake and landed at our destination at five o'clock in the afternoon much fatigued by our journey. The first thing we did on our arrival was to go to our hotel. Before we left home we had made arrangements so that everything was now ready for us. After getting comfortably settled we went sight-seeing. We found that Petoskey had about twelve thousand inhabitants. The climate was decidedly cool and sometimes a little damp; but we were very glad of the change because of the intense heat we had been suffering at home. We were not long in getting acquainted with many pleasant people; after that a sort of daily schedule was established. In the morning we would spend an hour in swimming and several in playing tennis and other games. In the afternoon we would take a train and visit various neighboring places. Then in the evening we would go to the parks to enjoy the concerts that were given every other evening; or we would go to parties in the hotels. Thus the time went very rapidly and pleasantly, and soon the day came when we had to take the boat for our voyage home.

A Hunt

One day last winter a friend and I set out about nine o'clock in the morning on a rabbit hunt. Because of the late hour at which we started we took no lunch, for we expected to

return in the early part of the afternoon. We drove out into the country about five miles. We left the horses in a sheltered place and struck into the woods. After walking only a short distance we found that a hard task lay before us; for the snow was everywhere knee-keep at least, and in some places it had drifted to a depth of four or five feet. Since we were well acquainted with the woods we went directly though slowly to our old hunting ground. To our surprise we found only rabbit tracks there but no rabbits. We walked about half a mile further but had no better luck. Then we turned back toward the place where we had left our horses. This was about three miles away. We had great difficulty in making our way there through the deep drifts and the thick brush. After fully three hours' hard work we reached our wagon. We arrived at home just in time for supper.

A Visit to Milwaukee

I left Brixton for Milwaukee at one o'clock on April 20. The weather was warm, and I had a rather uncomfortable ride. I arrived at Milwaukee about four o'clock in the same afternoon and went directly to my aunt's house. That night a friend of mine telephoned to ask whether I wanted to take an automobile trip with him next morning. I went to bed early so that we might get an early start. He called for me about six o'clock, and we started for Racine. It was a fine day, and the roads were good. We got to Racine about ten o'clock. The first thing we did was to look for a place where we could get something to eat, for our ride had made us as hungry as wolves. We liked the looks of a place called the Holloway Inn, and here we stopped and had dinner. We left Racine about one o'clock and got back to Milwaukee about six. On the next morning my friend had to leave the city; so I found some of my other friends and spent the rest of the day with them. On Sunday I went to church with my aunt and stayed with her during the rest of the day. On the next day I left Milwaukee. I took the one o'clock train for home.

Before you begin this theme, review carefully directions 139, 140, 143, 144, 145. Observe these directions in writing the theme.

CHAPTER XXVIII

AGREEMENT — Continued

158 THE general principle of agreement (see rule 152) requires that in most cases a singular subject substantive should have a singular verb, thus:

The oldest *inhabitant* of the town *is* an Irishman.

and a plural subject substantive a plural verb, thus:

The first *settlers* of the town *were* Irish.

But to this rule there are a few exceptions. A singular subject substantive that represents (by itself or with its modifiers) two or more persons or things may sometimes take a plural verb, thus:

The whole *family are* opposed to my plan.
A large *number* of people *have come.*
In the yard *were* a *number* of boys.
A queer *kind* of red birds *are* common in this region.

All the *rest* of the members *are* in favor of the plan.
Two of the books were volumes of verse; the *remainder were* all scientific treatises.

And a plural subject substantive which, with its modifiers, represents a single person or thing may sometimes take a singular verb, thus:

Ten dollars is not enough.
Three days is too long to wait.

Some substantives that do not look like plurals are always treated as such and used with plural verbs, thus:

Many *people are* in favor of war.
Only two *people are* here now.

And some substantives that look like plurals almost always take singular verbs, thus:

This *news is* very welcome.
***Athletics is* beneficial.**
***Is* there no *means* of stopping him?**
***Ethics is* a good study.**
***Politics is* a fascinating pursuit.**
An iron *works was situated* there.
The golf *links was* pretty good.

But such exceptions as the foregoing are not numerous; and it would be a great mistake to infer from them that we may use as a plural any singular substantive that represents to our minds a number of persons or things, or may use as a singular any plural substantive that represents to our minds a single person or thing. It would be extremely incorrect to say "Twenty men was crowded together" or "The collection of paintings were interesting" or "The paper were blown about the street" or "the stairs is" or "the shears is" or "the scissors is."

159 **Learn what exceptions to rule 158 are practiced by speakers of good English, but do not make exceptions which you do not know to be well established in good usage.**

We have noticed two kinds of plural subjects: first, those in which the subject substantive is a plural — for example:

The boats were ready.

second, those in which the subject substantive is singular, but represents, with its modifiers, two or more persons or things — for example,

A number of boats were ready.

There is a third kind of plural subject — namely a compound subject (see page 120) of which the coördinate members are joined by *and*, thus:

The lady from Philadelphia and her daughter were present.

or joined by *both . . . and*, thus:

Both the mast and the deck were damaged.

160 **A compound subject of which the coördinate members are joined by *and* or *both . . . and* requires a plural verb.**

The words *both* and *and*, when used as in the foregoing example, are called **coördinating conjunctions used correlatively,** or more briefly **correlative conjunctions.** Besides this pair of correlative conjunctions there are several others, which we shall consider later.

To avoid disagreement between a predicate verb and its subject, special care is necessary, as we have seen, with predications in which a number of words come between the subject substantive and the verb, thus:

The *collection* of Indian weapons, tools, utensils, and garments *was* very interesting.

Another case in which such care is necessary is the case of predications in which the predicate verb does not follow the subject. Such predications, as we saw on pages 71, 72, are common. For example:

Are you sure?
Never shall I forget.
There lies your way, due west.
On the table were some books.
There is no use.

161 **When you write a verb, or part of a verb, before its subject, think whether the subject is to be singular or plural, and make the verb agree.**

For example, do not write "On the front veranda was two men"; after you have written

On the veranda

stop and think before you write the verb. You are going to finish the statement with

two men

"Men" is the subject substantive; it is plural: therefore your verb should be *were:*

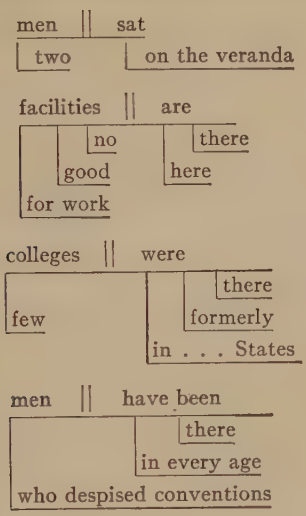
On the front veranda were two men.

As we noticed on page 72, in predications beginning "There is" or "There are" the predicate verb always precedes the subject.

162 **Therefore do not begin a statement with "There is" or "There was" or "There has been" without thinking whether the subject substantive is to be singular or plural; if it is to be plural, write "There are" or "There were" or "There have been" (see rule 155), thus:**

There *are* no good *facilities* for work here.
There *were* formerly few *colleges* in the United States.
There *have been* in every age *men* who despised conventions.

Diagraming makes these matters clearer, thus:



Class Assignment XXVIII

Be prepared to state on the blackboard which of the two verb forms printed in brackets after each of the following predications should be used to fill the blank in the predication. *Do not copy any predication, but only write the skeleton* **163** *of each one as completed, thus:*

1. lighthouses — are
2. prince and pauper — were born

Remember rules 154 and 155.

1. Along the rocky shore ——— many lighthouses. [is, are]

2. Long, long ago there ——— in London on the same day a prince of the realm and a pauper. [was born, were born]

3. In this little churchyard side by side ——— two graves marked by iron crosses. [lie, lies]

4. Foremost among my favorite sports ——— skating and swimming. [is, are]

5. There in the ring, the centre of all attention, ——— Jeffries and Johnson. [stand, stands]

6. At last, just when all hope seems gone, in ——— Sherlock Holmes and Dr. Watson. [walk, walks]

7. The formation of the companies to which I have referred ——— completed in 1909. [was, were]

8. Here ——— the bride and groom. [come, comes]

9. There ——— to be innumerable lights blazing yonder. [seem, seems]

10. There ——— not many children of my age in the neighborhood. [is, are]

11. What a contrast Othello and Cassio ———! [present, presents]

12. Among this group of pilgrims ——— Standish and Alden. [was, were]

13. Standing in the front row ——— Helen and her mother. [was, were]

14. Up the quiet street ——— Hubert and his squad. [march, marches]

15. There ——— a number of boys of my own age in the neighborhood. [was, were]

16. Throughout our history there ——— always been, and there always will be, two great opposing parties. [have, has]

17. There ——— only two chairs in the room. [was, were]

18. The increase in the prices of food, clothes, and building materials ——— caused by the tariff. [is, are]

19. Lying ready on the table ——— a set of surgical instruments. [was, were]

20. To the north, visible for many miles, ——— the snow-capped peaks of the Rocky Mountains. [rises, rise]

21. Over the great fireplace ——— several kettles and pans. [hangs, hang]

22. There ——— to be many vacancies in the faculty at present. [happen, happens]

23. There ——— to be no competent men available. [appear, appears]

24. There ——— a number of serious accidents lately. [has been, have been]

25. There ——— no interesting news this morning. [is, are]

26. There ——— at that time few people able to read and write. [was, were]

27. On the forward deck ——— gathered a number of excited passengers. [are, is]

28. One of the arguments made by the Senator from Georgia to the delegates ——— to me especially convincing. [seem, seems]

29. There ——— no benefits to offset the numerous injuries. [is, are]

30. There ——— to be only twenty thousand dollars in the treasury. [appear, appears]

31. There ——— into most men's lives many difficulties and perplexities. [come, comes]

32. There ——— an admirable exhibition of ancient coins, jewels, and carvings. [was, were]

Theme 23

(See rules 152–155.)

Write the skeleton of each of the following predications, putting as the predicate verb the bracketed verb form required by the principle of agreement (rule 152). Observe direction 163.

1. One of the soldiers enlisted in the fourth regiment ———. [has deserted, have deserted]

2. The business of providing food for the railway passengers ——— to enormous dimensions. [has grown, have grown]

3. One of the most courageous deeds ever recorded ——— in our town last night. [were performed, was performed]

4. The character of Huerta's replies to Admiral Mayo's demands ——— sure to offend the United States. [was, were]

5. The soft chords of the music, like the distant song of an angelic choir, ——— on the breeze. [was borne, were borne]

6. Men's clothes made of this excellent woolen fabric ——— to wear forever. [is warranted, are warranted]

7. One of my razors ——— to be dull. [seem, seems]

8. The course devoted to the diseases of cattle and horses ——— very valuable to students who intend to be stock raisers. [are, is]

9. The coming of the warm spring days, bringing with them the pleasures dear to the hearts of athletic boys, ——— with enthusiasm. [was greeted, were greeted]

10. One of my early experiences in the northern woods ——— still fresh in my mind. [are, is]

11. The committee appointed to consider the offenses of the persons named and the penalties that should be imposed for those offenses on those persons ——— at a unanimous decision. [has arrived, have arrived]

12. The minister's comments on the value of an education to a young man intending to enter the grocery business ——— warmly applauded. [was, were]

13. The connection between the facts alleged in the record and the statements made by the opposing witnesses ——— difficult for me to perceive. [was, were]

Theme 23M

Copy the following statements:

1. "Do you think that the rebels will march on the capital?" I asked. "The king will hardly be able to withstand them if they do; his government will probably be overthrown."

2. I have heard a report that you have spent your time in frolicking about town instead of studying; therefore I have sent for you.

3. In my high school we were required to study Latin, history, mathematics, English, and chemistry in order to graduate, these studies being regarded as the principal branches of a liberal education.

CHAPTER XXIX

AGREEMENT — Continued

We have seen that a compound subject of which the coördinate members are joined by *and* or by *both . . . and* requires a plural verb, thus:

The lady from Philadelphia and her daughter *were* present.
Both the mast and the deck *were damaged*.

The reason for this rule is that a predication having such a compound subject represents two or more persons or things as doing the thing asserted by the verb, or as being or undergoing what is asserted by the verb; thus our first example says that two people were present, and our second says that two things were damaged.

But when *or* or *or else* or *either . . . or* is the connective in a compound subject having singular subject substantives, only one person or thing is represented as doing or being or undergoing what is asserted by the verb. Thus the predication

Either the conductor or the engineer disobeyed orders.

does not say that two men disobeyed orders, but that only one did. The predication

My Uncle George or else my Uncle Paul sent this present.

does not say that both uncles sent the present, but that one of them did. Likewise

My watch or my ring must be sold

means that one — not both — of the things must be sold. Hence the following rule:

164 **A compound subject in which singular subject substantives are joined by *or*, *or else*, or *either . . . or* requires a singular verb, thus:**

My daughter or my wife usually *helps* me with my accounts.
The conductor or else the engineer *is* responsible for the accident.
Either your system or your application of it *is* faulty.

The same rule applies to a compound subject in which singular subject substantives are joined by *nor* or by *neither . . . nor*, thus:

Wheel nor hoof *was* heard in the street.
Neither Collins nor Overton *understands* Spanish.

The words *either . . . or* and *neither . . . nor*, when used as in the foregoing examples, are called correlative conjunctions, as the words *both . . . and* are called.

165 **When a singular subject substantive is connected with a following word by *with, together with, including, as well as*, or *no less than*, the verb should be singular, thus:**

The old house with all its beautiful furniture and pictures *was* sold.
The perplexed immigrant together with his wife and four children *was detained* for three days in quarantine.
The whole regiment, including the officers, *was captured*.
The captain as well as the mate *was alarmed*.
My life no less than my fortune *is* at the service of my country.

Substantives joined by *with, together with, including, as well as*, or *no less than* are not coördinate; therefore they do not form a compound subject; and therefore,

when the subject of a predication contains one of these expressions, the expression and what goes with it are not to be included in the skeleton. For example, the skeletons of the five examples above are as follows:

house	**was sold**
immigrant	**was detained**
regiment	**was captured**
captain	**was alarmed**
life	**is**

166 **When the predicate verb of a plural subject is to be followed by a singular substantive, be careful not to let that substantive attract the verb into the wrong form; and be likewise careful when the predicate verb of a singular subject is to be followed by a plural substantive.**

Thus in the predication

These various conflicting statements *are* a perplexity to me.

the subject substantive is "statements," and therefore the verb must be "are"; the word "perplexity" has nothing to do with the form of the verb. So in

My chief amusement *was* the concerts of the Chicago Orchestra.

"concerts" has nothing to do with the form of the verb; the verb must be singular because its subject substantive, "amusement," is singular.

Class Assignment XXIX

Be prepared to write on the blackboard the skeleton of each of the following predications as completed by the insertion of the correct verb form, thus:

1. story or account	is
10. guest	has arrived

A. (See rule 164.)

1. Either your story or the account I received from your partner ——— untrue. [is, are]

2. Naphtha or some other ill-smelling oil ——— in cleaning these gloves. [has been used, have been used]

3. Either conscious guilt or just plain embarrassment ——— his face. [flush, flushes]

4. The gardener or else the coachman ——— to leave the gate unlocked. [was bribed, were bribed]

5. Either cash or a pledge ——— acceptable to the committee. [is, are]

6. The governor or the secretary ——— to blame for this mistake. [is, are]

7. Mary or one of the other maids ——— my desk. [have disturbed, has disturbed]

8. Neither the first argument nor the second one ——— rational. [seem, seems]

9. In my present condition neither roast beef nor ice cream ——— good to me. [taste, tastes]

B. (See rule 165.)

10. A distinguished guest with his wife and two sons ——— lately arrived. [have, has]

11. A carriage with four horses, a driver, and two footmen ——— for their comfort. [have been provided, has been provided]

12. A complete outfit, including gimlets, chisels, and pincers, ———. [was secured, were secured]

13. History as well as mathematics ——— hard for me. [are, is]

14. Hennessey together with two other men ——— on suspicion. [were arrested, was arrested]

15. His beautiful estate with its gardens, tennis courts, fish ponds, and stables ——— for miles around. [were known, was known]

16. That fellow with all his swaggering friends and relatives ——— hateful to me. [are, is]

C. (See rule 166.)

17. His frivolous pranks ——— the grief of his parents. [are, is]

18. The aggressions of the strong upon the weak ——— the cause of the uprising. [were, was]

19. The bane of my life ——— the people who ask too many questions. [are, is]

20. French and German ——— my nightmare. [are, is]

21. All these pleasures that you now enjoy ——— the result of your grandfather's generosity. [are, is]

22. The petty offenses of Huerta ——— surely not a just cause for war. [were, was]

23. These many accidents ——— an evidence of carelessness. [are, is]

24. Her showy jewels ——— not necessarily a proof of weath. [are, is]

25. His fits of depression ——— a plain indication of dyspepsia. [are, is]

26. The bane of my life ——— that boy's incessant questions. [are, is]

Theme 24

(See rules 158–162.)

Write the skeleton of each of the following predications, putting as the predicate verb the bracketed form required by the principle of agreement (rule 152). Observe direction 163.

1. Not until the present day ——— Holway's experiments been recognized as of practical value. [has, have]

2. There ——— very few cities so thrifty as Nilestown. [is, are]

3. Among the authors to be studied this year ——— Macaulay and George Eliot. [is, are]

4. On the enthusiastic demand of the audience one of the orchestral pieces ———. [was repeated, were repeated]

5. There ——— never been such grotesque costumes as those worn to-day. [has, have]

6. Prominent in the campaign ——— Roosevelt and La Follette. [was, were]

7. The difference between Asiatic institutions and European institutions ——— been greatly exaggerated. [has, have]

8. First in importance among these diseases to be combated ——— tuberculosis and typhoid fever. [come, comes]

9. Among this mass of confusing details there ——— three facts to be clearly marked. [is, are]

10. His dependence upon the kind words and looks of his employers ——— pathetic. [is, are]

11. A number of cities ——— by the committee as possible places for the convention. [was considered, were considered]

12. In very few cases ——— her invitations been declined. [has, have]

13. One of the gentlemen ——— to dismount. [was compelled, were compelled]

14. In this forest ——— many duels in ancient times. [was fought, were fought]

15. To this rule there ——— of course several exceptions. [is, are]

16. Running out from the schoolhouse ——— the happy girls and boys. [comes, come]

Theme 24M

Copy the following statements:

1. "You are, to be sure, only twenty-one years old," said my father, "but on the other hand you are comparatively free from the faults common to youth, such as conceit, vanity, and irreverence."

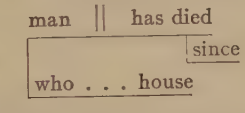
2. "What did he choose?" said Roosevelt wrathfully. "And what would have been the effect if he had chosen otherwise?"

CHAPTER XXX

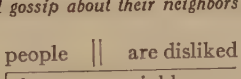
AGREEMENT — Continued

LET us recall something that we studied in chapter XII — namely, adjectival clauses. An adjectival clause, as we saw, is a subordinate predication that modifies a substantive, as in

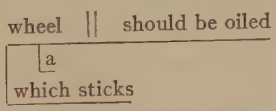
The man *who built this house* has since died.



People *that gossip about their neighbors* are disliked.



A wheel *which sticks* should be oiled.



Now, in many adjectival clauses the subject substantive is *who*, *which*, or *that* referring to the substantive modified by the clause, as "who" refers to "man" in

the man who built this house

and as "that" refers to "people" in

people that gossip about their neighbors

and as "which" refers to "wheel" in

a wheel which sticks

Who, *which*, and *that*, when they are used thus in adjectival clauses, are called **relative pronouns**; and the substantive to which a relative pronoun refers is called its **antecedent**. Thus consider the predications

A man that fails can try again.
People who work need sleep.
A bird which can sing should sing.

In these predications

"man" is the antecedent of "that"
"people" is the antecedent of "who"
"bird" is the antecedent of "which"

The relative pronoun *who* sometimes refers to a singular antecedent, as in

the man who built this house

and sometimes to a plural, as in

the men who helped him

Likewise the relative pronoun *that* sometimes refers to a singular antecedent, as in

the boy that won the race

and sometimes to a plural, as in

the boys that competed with him

The same is true of the relative pronoun *which*, thus:

a wheel which sticks
chairs which creak

Who, *which*, and *that*, when they are used in the way that we have been considering, are called relative pronouns; but relative pronouns are only a special kind of substantives; it must be remembered that they are as much substantives as *house*, *man*, *I*, and *you* are substantives. And being substantives, they are subject to the principle of agreement as other substantives are.

It was necessary to make these matters clear in order that the following rule might be clear:

The relative pronouns *who*, *which*, and *that* are singular substantives when their antecedents are singular, and plural substantives when their antecedents are plural; and their verbs should agree with them accordingly. In other words, and more briefly —

167 **The predicate verb of a relative pronoun should agree in number with the antecedent.**

For example:

Antecedents singular; therefore verbs singular	*Antecedents plural; therefore verbs plural*
he who *comes*	they who *come*
he that *was* sick	they that *were* sick
a thing which *is* good	things which *are* good

Class Assignment XXX.

Be prepared to state on the blackboard three things about each of the following predications — namely,

what is the antecedent of the relative pronoun;
whether the relative pronoun is singular or plural;
which of the bracketed verb forms should fill the blank.

168 *Use the following form:*

Antecedent	*Number*	*Verb*
1. men	plural	take
2. workman	singular	was

1. There are several men here who ——— no interest in athletics. [take, takes]

2. On the roof I saw a workman who ——— in charge of the gang. [was, were]

3. There are a great many medicines in use which ——— more harm than good. [do, does]

4. Exhibitions of so-called magic are given which ——— largely attended by ignorant people. [is, are]

5. I had some exciting experiences in Arizona which still ——— fresh in my memory. [remain, remains]

6. Several explanations of his conduct are offered which ——— with one another considerably. [conflict, conflicts]

7. Amid these perplexing circumstances you have exercised a calm and just judgment that amply ——— your fitness for your office. [prove, proves]

8. There are always a number of freshmen in our school who ——— a lesson in politeness. [need, needs]

9. There are doubtless some gentlemen in the audience who ——— my views with impatience. [regard, regards]

10. Along the aisles, which ——— with excited men and women, runs the rumor of the disaster. [is crowded, are crowded]

11. The news of victory that ——— from the centre of the conflict fills the general's heart with cheer. [come, comes]

12. Consider the Asiatic governments, which ——— far behind those of Europe. [lag, lags]

13. We have a great deal of old furniture that ——— repairing. [need, needs]

14. The heavy griefs that ——— you in your youth may after all result in benefit. [befall, befalls]

15. The strong guard of armed men which ——— by the governor assured us of safety on our journey. [was provided, were provided]

16. Between the faded yellow leaves, which ——— not to have been turned by human hands for a century, lies a four-leaf clover. [appear, appears]

17. In mathematics, which ——— the study that was hardest for me, I managed with great effort to do fairly well. [was, were]

18. The few holidays that ——— me I spent in perfecting my invention. [was granted, were granted]

19. We hear of the wonderful improvements that ——— in recent years. [have been made, has been made]

20. The height of these mountains, which ——— at fifteen thousand feet, is a cause of amazement to most travelers. [are estimated, is estimated]

21. Off this coast are a number of small islands that ——— like a cluster of flower gardens. [look, looks]

22. In the laboratory, which ——— not been well managed, numerous accidents have recently occurred. [have, has]

23. The marriages of American heiresses to English men of title which ——— so much attention furnish a proof of my statement. [have attracted, has attracted]

24. Many strange incidents occur daily which ——— a superhuman agency. [suggest, suggests]

25. The invitations to my party, which ——— only day before yesterday, have all been accepted. [were mailed, was mailed]

26. His innocence of these charges, which ——— beyond question, should now be publicly acknowledged. [have been proved, has been proved]

27. The curiosities now on exhibition, which ——— to the museum by Dr. Fales, are well worth seeing. [were lent, was lent]

Theme 25

Write the skeleton of each of the following predications as completed by the insertion of the correct verb form.

A. (See rule 164.)

1. Either your voice or the telephone ——— out of order. [are, is]

2. Either the captain or the mate ——— surely drunk. [were, was]

3. Neither my father nor any other member of my family ——— any interest in this bill. [have, has]

4. Neither Congress nor the Supreme Court ——— ever adopted this principle. [have, has]

5. Neither the secretary nor the treasurer ——— present. [were, was]

6. Neither Harrigan nor Faber ——— to accept. [intend, intends]

B. (See rule 165.)

7. Boyd with three assistants ——— to the wreck. [was sent, were sent]

8. My uncle together with his wife and children ——— working in the garden. [were found, was found]

9. The north half of the house, including the kitchen and the dining room, ———. [were destroyed, was destroyed]

10. Dr. Lincoln as well as many other physicians ——— abstinence from meat. [advise, advises]

11. Good English no less than good manners ——— necessary to your success. [are, is]

C. (See rule 166.)

12. His thoroughbred horses and dogs ——— the pride of his life. [are, is]

13. The cause of the war ——— the numerous insults to our flag. [were, was]

14. The chief advantage of this investment ——— the large profits and the unusual security. [are, is]

15. Humiliations, slights, insults, and heavy injuries ——— the price we pay for his favor. [are, is]

CHAPTER XXXI

AGREEMENT — Continued

In the statement

> **Shepard is one of those dull fellows who can never understand a joke.**

what is the antecedent of the relative pronoun "who"? Is it "one," or is it "fellows"? If you examine the meaning of the statement, you will see that the antecedent of "who" is "fellows." For the speaker evidently means to mention a certain class of fellows — namely,

> **fellows who can never understand a joke**

and to say that Shepard is one of these. Since, then, the antecedent of "who" is "fellows," "who" is plural. Therefore if the predicate verb of "who" differed in its singular and plural forms, the plural form should be used, thus:

> **He is one of those dull fellows who *are* unable to understand a joke.**

Again, in the statement

> **She is one of those conceited women who want everybody to bow down to ——**

should we put in the blank place *her* or *them? Her* is a singular substantive, thus:

> **My *mother* beckoned, and I came to *her*.**

and *them* is a plural substantive, thus:

My *parents* called, and I went to *them*.

In referring, then, to

women who want everybody to bow down

we should use *them*, the plural, thus:

She is one of those conceited women who want everybody to bow down to *them*.

The substantives *her* and *them* are called **personal pronouns.** The other personal pronouns are shown in the following table:

PERSONAL PRONOUNS

	Singular	*Plural*
1.	I, me	we, us
2.	thou, thee	you
3.	he, him she, her it	they, them

I and *me* are different forms of the same word; so are *thou* and *thee;* and so forth.

These words are not called personal pronouns because they represent persons, for they represent animals and inanimate things as well as persons. In the following predications, for example,

The dog yelped when *he* was struck.
The cow was lost, but we found *her*.
He took a stone and threw *it*.
I washed the clothes and dried *them*.

the pronouns in italic type do not represent persons. The personal pronouns are called by that name because

I and *we* are the chief substantives of the first person (see page 153), *thou* and *you* are the chief substantives of the second person, and *he, she, it,* and *they* are convenient representatives of all substantives in the third person. The figures "1," "2," and "3" in the foregoing table indicate the first, second, and third persons.

In the statement

He is one of those men who greatly admire ——.

should *himself* or *themselves* be used in the blank place? You will readily see that the right word is *themselves:*

He is one of those men who greatly admire *themselves.*

The substantives *himself* and *themselves* belong to a class of words called **reflexive pronouns.** These are enumerated in the following list, which is arranged so as to show the person and number of each:

REFLEXIVE PRONOUNS

	Singular	*Plural*
1.	myself	ourselves
2.	thyself	yourself, yourselves
3.	himself, herself, itself	themselves

Just as a substantive to which a relative pronoun refers is called the antecedent of the pronoun, so a substantive to which a personal or a reflexive pronoun refers is called the antecedent of the pronoun. For instance, in the examples in the preceding paragraphs

"dog" is the antecedent of "he"
"cow" is the antecedent of "her"
"stone" is the antecedent of "it"

"clothes" is the antecedent of "them"
"who" is the antecedent of "themselves"

In the statement

He is one of those steady men who can always be trusted to finish —— work on time.

which word should be used in the blank place — *his* or *their?* We use *his* in referring to one man, as in

John lost *his* hat.

and *their* in referring to more than one, thus:

The boys lost *their* boat.

Now, in saying

men who can always be trusted

we are speaking of more than one man; therefore we should use *their* in the blank space, thus:

He is one of those steady men who can always be trusted to finish *their* work on time.

The words *his* and *their* are called **possessive adjectives.** Other possessive adjectives are *my*, *thy*, *her*, *its*, which are used to refer to one person or thing, thus:

The girl lost her gloves.
The horse injured its legs.

our, which is used to refer to more than one person, thus:

We have our dinner early.

and *your* and *whose*, which are used to refer either to one person or to more than one, thus:

Charles, your work is not done.
Boys, your work is not done.
The man whose cries we heard is upstairs.
The men whose work was done went home.

Putting the singular and the plural possessive adjectives in two columns, we have the following table:

POSSESSIVE ADJECTIVES

	Singular	*Plural*
1.	my	our
2.	thy	your
3.	his, her, its	their
	whose	whose

The adjective *your*, though it is used to refer to one person, should be classed only as a plural; see page 153.

The adjectives opposite the figures "1," "2," and "3" in the table are called adjectives of the first, second, and third persons respectively.

A substantive to which a possessive adjective refers is called the **antecedent** of the adjective. For example, look again at the predications

John lost *his* hat.
The boys lost *their* boat.
The girl lost *her* gloves.
The horse injured *its* leg.
The man *whose* cries we heard is upstairs.

In these predications

"John" is the antecedent of "his"
"boys" is the antecedent of "their"
"girl" is the antecedent of "her"
"horse" is the antecedent of "its"
"man" is the antecedent of "whose"

The foregoing considerations, and an understanding of the terms *relative pronoun*, *personal pronoun*, *reflexive pronoun*, and *possessive adjective*, will make clear the following rule:

169 **If the relative pronoun in an expression like *one of the men who, one of the things which, one of the people that* is plural, (1) the predicate verb of the relative pronoun should be plural, thus:**

She is one of those hostesses who *are* always cordial.
One of the pictures which *were* famous in the last generation was The Lark.
One of those good-natured people that *are* always trying to help others came to my rescue.

(2) a possessive adjective referring to the relative pronoun should be plural, thus:

He is one of those fussy men who are always anxious about *their* health.
One of those fops that wear *their* hair very long approached me.

(3) a personal or a reflexive pronoun referring to the relative pronoun should be plural, thus:

Is he one of those modern reformers who constantly declare that *they* love the working man?
He has one of these showy suit cases that have labels pasted all over *them*.

Class Assignment XXXI

Be prepared to show on the blackboard how the blanks in the following predications should be filled, and why.

170 *Do not copy the predications, but show in the following way what word should be inserted at each blank place, and why:*

1. talk (plural subject)
   their (plural antecedent)
2. contains (singular subject)

1. He is one of those men who ——— [talk, talks] incessantly about ——— [his, their] own supposed cleverness.

2. Have you no history of the United States that ——— [contain, contains] a copy of the Declaration of Independence?

3. Levenick is one of the few machinists in this town who really ——— [understand, understands] ——— [his, their] business.

4. This is one of the strangest cases that ——— [has, have] ever come under my observation.

5. One of the books which ——— [has, have] interested me most is George Eliot's *Romola.*

6. He told me of a remedy for those two diseases which ——— [has, have] been used with good results in hospitals.

7. She is one of those misguided ladies that ——— [pronounce, pronounces] the *t* in *often.*

8. He is one of those extremely cautious lawyers who ——— [is, are] constantly on ——— [his, their] guard lest ——— [he, they] make an inaccurate statement.

9. He is one of those men who ——— [is, are] agreeable to ——— [his, their] friends but ——— [have, has] no character.

10. Miss Bradt is one of those stenographers that never ——— [make, makes] a mistake.

11. You have raised a question about those people which greatly ——— [interest, interests] me.

12. Mrs. Harper is one of those old-fashioned mothers who ——— [believe, believes] that ——— [her, their] daughters should know how to cook.

13. He carries one of those little silver pencils that ——— [open, opens] and ——— [shut, shuts]

14. The story of Balaam is one of the few Biblical stories that ——— [has, have] interested me.

15. Whenever I pass, I see a man at one of the windows who ——— [seems, seem] to be waiting for some one.

16. I am not one of those who ——— [pretend, pretends] to be pious and yet ——— [break, breaks] the law.

17. She has one of those sewing machines that ——— [are, is] worked by hand.

18. Jenny is one of those girls who ——— [study, studies] hard and ——— [care, cares] nothing for amusement.

Theme 26

(See rule 167.)

Write the antecedent of the relative pronoun in each of the following predications, state whether the relative pronoun is singular or plural, and indicate which of the bracketed verb forms should fill the blank. Observe direction 168.

1. The offer of ten thousand dollars which ——— by Mr. Canby was declined. [was made, were made]

2. The needless interruptions that ——— so frequently must be stopped. [have occurred, has occurred]

3. The valuable metals that ——— in these hills will make somebody rich in time to come. [abound, abounds]

4. Be sure to make good use of all the opportunities that ——— to you. [come, comes]

5. Every night I am lulled to sleep by the delightful murmur of the waves that ——— to my window from the lake far below. [rise, rises.]

6. The maintenance of my nephews and nieces, which ——— necessary by the death of my brother, caused a considerable drain on my income. [was made, were made]

7. Occasions sometimes arise which ——— me an excuse for questioning her. [give, gives]

8. The vexatious obstacles to your success that ——— your progress will soon be removed. [impede impedes]

9. What particular occurrences have you observed which ——— you to this conclusion? [lead, leads]

10. The minutes, which ——— the divisions of the hour, are themselves divided into seconds. [form, forms]

11. Those extraordinary mysteries that ——— you are as clear as day to me. [puzzle, puzzles]

12. The necessity for elaborate precautions, which ——— by the Cabinet, seemed clear to the President. [was doubted, were doubted]

13. Those muscles of the right arm that ——— the movement of the fingers have been injured. [control, controls]

14. I delight most in the months of May and June, which ——— my garden to its greatest perfection. [bring, brings]

CHAPTER XXXII

AGREEMENT — Continued

We have seen that a relative pronoun is in the same number — singular or plural — as its antecedent. Thus *who*, *which*, and *that* are singular in

a man who works
a bird which sings
a child that cries

and *who*, *which*, and *that* are plural in

men who work
birds which sing
children that cry

Now, a relative pronoun is not only in the same number as its antecedent but in the same person also — the first person, the second person, or the third person; and the predicate verb of a relative pronoun should agree with the pronoun not only in number but in person. In other words —

171 **The predicate verb of a relative pronoun should agree in person with the antecedent.**

We have seen (pages 173–175) that the first, second, and third personal forms in the present tense of the typical verb *take* and of the irregular verbs *be* and *have* are as follows:

I take	I am	I have
thou takest	thou art	thou hast
he takes	he is	he has
we take	we are	we have
you take	you are	you have
they take	they are	they have

These forms, then, when used with relative pronouns. should be used as follows:

I who take	I who am	I who have
thou who takest	thou who art	thou who hast
he who takes	he who is	he who has
we who take	we who are	we who have
you who take	you who are	you who have
they who take	they who are	they who have

For example:

It was very perplexing to Robertson, who *was*, and still *is*, ignorant of the causes.

It was very perplexing to me, who *was*, and still *am*, ignorant of the causes.

He who *is* just will see that justice is done.
Thou who *art* just wilt see that justice is done.
I who *am* just will see that justice is done.
You who *are* just will see that justice is done.

I will give it to him that *needs* it.
I will give it to you that *need* it.

He who *has* the King's favor is strong.
They who *have* the King's favor are strong.
I who *have* the King's favor am strong.

Class Assignment XXXII

Be prepared to show on the blackboard what verb form bracketed after each of the following predications should be

172 inserted in the predication. *Do this by writing just the antecedent of the relative pronoun and the skeleton of the adjectival clause, thus:*

1. I who am supposed
2. you who are supposed

1. I, who ——— supposed to be an authority, must confess that I do not know. [am, is, are]

2. Do you, who ——— supposed to be an authority, confess that you do not know? [am, is, are]

3. I did not expect such conduct from you, who ——— never before disappointed me. [has, have]

4. I have perfect confidence in Margaret, who ——— never yet disappointed me. [has, have]

5. You surely cannot be angry with me, who ——— always meant to be kind to you. [has, have]

6. You, who ——— tried to do your duty, are not to blame for this misfortune. [has, have]

7. My aunt, who ——— paid my debts, expects me to be more careful in the future. [has, have]

8. I, who ——— paid all your debts this time, expect you to be more careful hereafter. [has, have]

9. Students that ——— their time in idleness cannot look for great success. [spend, spends]

10. A person who ——— most of his time outdoors need have no fear about his health. [spend, spends]

11. I will entrust the work to Sanders, who ——— accustomed to doing such jobs. [am, is, are]

12. This work will be entrusted to you, who ——— accustomed to such jobs. [am, is, are]

13. You had better leave it to me, who ——— accustomed to such work. [am, is, are]

14. The paper can be signed by no one but me, who ——— chosen manager of the enterprise. [was, were]

15. Make your report to Amory, who ——— chosen manager last night. [was, were]

16. The check should be countersigned by you, who ——— chosen secretary. [was, were]

17. Can Paxson, who ——— a large family to support, be expected to take care of this boy? [has, have]

18. Do you expect me, who ——— a family to support, to take care of him? [has, have]

19. Give the money to your father and mother, who ——— it more than you do. [need, needs]

20. Give it to us, who ——— it more than you do. [need, needs]

21. Give it to me, who sorely ——— it. [need, needs]

22. We who ——— strong have nothing to fear. [am, is, are]

23. I who ——— strong have nothing to fear. [am, is, are]

Theme 27

(See rule 169.)

State how the blanks in the following predications should be filled, and why. Observe direction 170.

1. I am one of those who ——— [oppose, opposes] any violation of law.

2. You have made a number of statements that ——— [appear, appears] to me unfounded.

3. They live in one of those old mansions that ——— [is, are] so characteristic of the South.

4. *Vanity Fair* is one of the few old novels that ——— [interest, interests] me.

5. Winnequa is one of the few summer places that ——— [is, are] not overrun with tourists.

6. Barney is one of those rare horses that ——— [keep, keeps] up ——— [their, his] best gait without urging.

7. I wish I could feel one of those east winds that sometimes ——— [lash, lashes] the coast of Maine.

8. Crawford was one of those silent men who rarely ——— [express, expresses] ——— [his, their] views on any subject.

9. Whist and chess are games that ——— [require, requires] close attention.

10. Tennis is one of the few games that ——— [give, gives] me any pleasure.

11. Brooks is one of those fanatics who ——— [has, have] no sense of proportion.

Theme 27M

Copy the following statements:

1. The sheriff himself was somewhat puzzled by my case. He asked me how much money the pickpocket had stolen from me, and whether the blow of the sandbag had knocked me quite unconscious.

2. Wherever she goes, she carries happiness and cheer; in fact, she is regarded by the families that she visits as an angel, and her name is never uttered without affection.

CHAPTER XXXIII

AGREEMENT — Continued

We have seen (pages 153, 154) that *you* is a plural substantive, though it often is used in a singular sense. Since it is a plural, it requires the form *were* when its predicate verb is *be* in the past tense, or any other verb in the past passive. This rule needs special mention because the form *was* is so often incorrectly used with *you*.

173 **Use *were*, not *was*, with *you*.**

For example:

You *were* late.
***Were* you surprised?**

Likewise use *were*, not *was*, with a relative pronoun referring to *you*, thus:

You, who *were* not there, know nothing about it.
Can you, who *were* rescued by him, now attack him?

The present active forms of the verb *do* agree with subjects in the different persons and numbers as follows:

I do	**we do**
thou dost	**you do**
he does	**they do**

When the word *not* is used with these forms, it is, in conversation, often contracted to *n't* and joined to the verb form used (except *dost*) thus:

I don't	**we don't**
	you don't
he doesn't	**they don't**

Observe that *don't* is a contraction of *do not* and therefore agrees only with plural subjects and with *I*.

174 **Use *doesn't*, not *don't*, with a subject in the third singular, thus:**

I like it, but my father *doesn't*.
***Doesn't* this knife belong to you?**

Don't is correct with a plural subject or with I, thus:

I don't like it.
The men don't enjoy it.
We don't care for it.
You don't need it.

The verb *do* is often used in combination with other verbs, thus:

Do you **live** here?
I **do believe** he has escaped!
We **did** not **go** far?

Such a combination is considered as a form of the verb with which the *do* is combined; for instance, *does take* and *did take* are considered as forms of the verb *take*, just as *takes*, *will take*, and *has taken* are considered as forms of the verb *take*.

Verb forms made with *do* are called **do forms.** The *do* forms of a verb that are made with present forms of *do* are said to be in the **do present** of the verb. Thus, the *do* present of *take* is

I do take	**we do take**
thou dost take	**you do take**
he does take	**they do take**

And the *do* forms made with past forms of *do* are in the **do past** of the verb; the *do* past of *take* is

I **did take**	we **did take**
thou **didst take**	you **did take**
he **did take**	they **did take**

Notice that the same form — *take* — is used to make both the *do* present and the *do* past. The simple past is *took;* the *do* past is *take* combined with the past of *do.* Likewise with other verbs, the same form that is used with *do* is used with *did.* It is important to remember this difference between the simple past and the *do* past. Some other examples follow.

Simple Past	*Do* Past
I took	I did take
I went	I did go
I had	I did have
I found	I did find
I loved	I did love
I wrote	I did write

The *do* forms have three principal uses:

First, they are used instead of the simple present and past forms in questions. For example, we never say

Find you the book interesting?
Went he to Chicago?

but

Do you find the book interesting?
Did he go to Chicago?

This is the case with nearly all verbs except *be* and *have;* the simple present and past forms of these are used in questions, thus:

Are you sure?

Was he at home?
Have they any money?
Had I any right?

Second, the *do* forms are used instead of the simple forms when the verb is modified by *not;* we do not say

I like not cherries.
He came not back.

but

I do not like cherries.
He did not come back.

Again *be* and *have* are exceptions, thus:

I am not sure.
He was not there.
I have not the slightest interest.
They had not their purses with them.

Third, *do* forms are used for emphasis. If we want a verb to be emphatic, we use a *do* form instead of a simple form. Thus *I do understand* is used instead of *I understand* in

You say I don't understand. I tell you I *do* understand!

Class Assignment XXXIII

A. Be prepared to show on the blackboard whether *was* or *were* should be used in each of the following statements
175 and questions. *Do this by writing only the skeleton of each incomplete predication as completed by the insertion of* was *or* were, *thus:*

1. you were
2. I was startled

Observe that in paragraphs 6, 7, 12, 21 there are two independent predications each.

1. Where ——— you when I called?
2. I ——— somewhat startled by his abrupt question.
3. ———n't you satisfied with what you got?
4. You ——— always too generous with me.
5. At no time during my visit ——— such a plan mentioned.
6. ——— you happy, or ———n't you?
7. You believed him capable, but you ——— deceived.
8. ——— you sure of the evidence?
9. For what reason ——— you excluded.
10. Under the circumstances ——— you not too severe?
11. By whose authority ——— you arrested?
12. You ——— found incompetent; so you ——— dismissed.
13. You ———n't to blame, my boy.
14. Where ——— you born, young man?
15. By whom ——— Larkin ever considered a good musician?
16. You ——— unjustly attacked.
17. Why ——— you so fascinated by that bore?
18. Against my earnest advice you ——— persuaded by those impostors.
19. In spite of your disguise ——— you recognized?
20. By none of the disclosures made in court ——— the judge so much surprised as by the evidence of the maid.
21. You surely ——— within your rights. Why ——— you stopped?
22. ——— you preferred above all the others?

B. Be prepared to show on the blackboard whether *don't* or *doesn't* should be used in each of the following predica-
176 tions. *Write the skeleton of each predication as completed by the insertion of* don't *or* doesn't *thus:*

1. Howell doesn't enjoy
2. Joneses don't go

1. Howell ——— enjoy music.
2. The Joneses ——— go out much.
3. ——— you believe in tariff reform?
4. She ——— arrange her hair neatly.

5. ——— I always divide my winnings with you?
6. The actress ——— imitate an Irishwoman very well.
7. Mr. Rockefeller ——— possess the whole supply of oil.
8. My grandmother ——— view my conduct with approval.
9. ——— the train ever arrive on time?
10. ——— that medicine benefit your cold?
11. You probably ——— recommend it to your friends.
12. ——— the answer at once occur to your mind?
13. ——— a train always proceed slowly in a fog?
14. This disaster ——— destroy all my hope.

C. Be prepared to write the first person singular of the simple past tense, and the first person singular of the *do* 177 past tense, of each of the following verbs. *Arrange your work in two columns, thus:*

Simple Past	Do Past
1. I cried	I did cry
2. I wrote	I did write
3. I went	I did go

1. cry
2. write
3. go
4. stand
5. apply
6. drop
7. slip
8. regret
9. lead
10. drown
11. lay
12. lie
13. meet
14. mean
15. become
16. ride
17. run
18. freeze
19. prove
20. choose
21. do
22. see
23. give
24. sit

Theme 28

(See rule 171.)

Show what verb form should be inserted in each of the following predications. Observe direction 172.

1. You must obey me, who ——— in full authority here. [am, is, are]
2. You must consult Hay, who ——— in full authority. [am, is, are]

3. We will obey you, who ——— in full authority. [am, is, are]

4. The governor, who ——— exhausted all peaceful means, will order out the militia. [have, has]

5. I am ashamed to call on you, who ——— already exhausted your resources for my benefit. [have, has]

6. You boys who never ——— on time must be more punctual in the future. [arrive, arrives]

7. I, who always ——— late, am not in favor with the door-keeper. [arrive, arrives]

8. I, who ——— regarded as a failure, will yet prove my worth. [am, is, are]

9. The Mayo brothers, who ——— regarded as excellent surgeons, have undertaken my case. [am, is, are]

10. Speak, you that ——— any complaints. [have, has]

11. Let him that ——— any complaint to make now speak. [have, has]

Theme 28M

Copy the following statements:

1. I spent some time in investigating the region to the south and after many disappointments at last discovered what I thought was the site of that ancient city.

2. This city had formerly been the capital of the nation; its walls enclosed the king's principal residence and the army's headquarters.

CHAPTER XXXIV

AGREEMENT — Continued

MANY predications make assertions about a number of persons or things and yet have singular subjects. For example, consider this statement:

There are twelve men in the club, and every one of them can sing well.

The predication "every one of them can sing well" means that twelve men can sing well; and yet its subject is singular, for its subject substantive, "one," is singular. The predications

The twelve men can sing well.
Every one of the twelve men can sing well.

express the same idea, but in different ways. The former makes the statement about the twelve men considered all together; the latter makes it about the twelve men considered each one separately. The difference between the two is more clearly marked when the verbs are put in a tense that has different forms for the singular and the plural, thus:

The twelve men *sing* well.
Every one of the twelve men *sings* well.

Since *every one* is singular, a personal pronoun referring to it should be singular. Whereas a plural pronoun is used in

The twelve men do the best *they* can.

a singular pronoun is used in

Every one of them does the best *he* can.

Likewise a possessive adjective referring to *every one* should be singular. Whereas a plural possessive adjective is used in

The twelve men did *their* best.

a singular possessive adjective is used in

Every one of them did *his* best.

What has been said about *every one* is true also of a number of other words, which are enumerated in the following rule:

178 **A predicate verb should be singular (*a*) if its subject substantive is one of the following substantives:**

each	anybody
either	everybody
neither	somebody
one	nobody

or (*b*) if its subject substantive is a singular substantive modified by one of the following adjectives:

each	some
every	one
either	no
neither	a or an
any	another

For example:

(*a*) **Each of them *has* a grievance.**
***Has* either of your sons come home?**
Neither of the ladies *was* pretty.
One of my chairs *is* broken.

(*b*) Each piece on the program *was* excellent.
Every man of you *is* concerned.
Either room *is* suitable.
Has neither candidate accepted?

179 A personal or a reflexive pronoun or a possessive adjective should be singular if it refers to one of the substantives enumerated in rule 178, or to a singular substantive modified by one of the adjectives enumerated in rule 178.

For example:

(*a*) Each of them cast *his* vote.
Has either of the men finished *his* work?
Neither of these books succeeds in accomplishing *its* purpose.
One of the guards dropped *his* gun.
Anybody is admitted if *he* is well dressed.
May everybody do as *he* pleases?
Has nobody made up *his* mind?

(*b*) Is any man sure how long *he* will live?
Some visitor has forgotten *his* umbrella.
A person usually feels unsteady after *he* has come ashore.
Can any student do *his* best when *he* is so anxious?
Not another senator must take *his* leave until this businesss is finished.

180 In case a singular substantive covered by rule 179 designates one of a number of persons of both sexes, as in

every citizen of this nation
anybody in the audience

that substantive should usually be referred to by *he*, *him*, *himself*, or *his*, thus:

Every citizen of this nation may choose *his* own occupation.
If anybody in the audience wishes to ask a question, I will answer *him*.

He, *him*, *himself*, and *his* used in this way are by custom understood to include both male and female persons.

In some cases — not many — it is better, instead of using *he*, *him*, or *his*, to use

he or she
or *him or her*
or *his or her*

For example:

Will every boy and girl please sign his or her name?
Each of you, ladies and gentlemen, has his or her part to play.

181 **A personal or a reflexive pronoun or a possessive adjective used to refer to one of the substantives covered by rule 179 should always be in the third person; that is, a pronoun so used should always be *he*, *she*, or *it*, or *himself*, *herself*, or *itself*; and a possessive adjective should always be *his*, *her*, or *its*. For example:**

Each of us has pledged *his* word to do what *he* can.
Each of you has pledged *his* word to do what *he* can.
Each of them has pledged *his* word to do what *he* can.

Class Assignment XXXIV

Be prepared to show on the blackboard which word bracketed after each blank in the following predications
182 should be used to fill the blank. *Write only the number of each predication and the words chosen to fill the blanks, thus:*

1. . . . was . . . his . . .
2. Is . . . his . . .

1. Every one ——— [was, were] determined to get ——— [his, their] money back.
2. ——— [is, are] each of you perfectly sure of ——— [his, their] part?
3. Almost nobody ——— [is, are] entirely satisfied with ——— [his, their] lot in life.
4. Some of the men you meet there have passed ——— [his, their] lives mostly in political pursuits.
5. ——— [is, are] neither of those machines in order?

6. I feared that somebody in the crowd had hurt ——— [himself, themselves]

7. ——— [do, does] no one volunteer to devote ——— [himself, themselves] to this cause?

8. Now let everybody do ——— [his, their] best.

9. It's pretty hard on a senior to hold ——— [him them] back from graduation at the last minute.

10. One who works in the mines must take ——— [his, their] life in ——— [his, their] hands.

11. Each of the members ——— [is, are] expected to bring ——— [his, their] own lunch.

12. ——— [was, were] neither of your sisters notified of ——— [her, their] appointment?

13. Every city controls ——— [its, their] own police.

14. ——— [has, have] either of your suggestions been adopted?

15. Everybody in the convention ——— [was, were] trying to make ——— [his, their] voice heard.

16. No one of all my classmates ——— [has, have] yet made ——— [his, their] choice.

17. Each of the clerks ——— [has, have] handed in ——— [his, their] resignation.

18. Everybody is sorry to have ——— [his, their] vacation come to an end.

19. ——— [is, are] either of you acquainted with Harmon?

20. A person ought never to gossip about ——— [his, their] friends.

21. Every one is entitled to ——— [his, their] own opinion.

22. ——— [is, are] neither of you satisfied with ——— [his, their] share?

23. ——— [is, are] every one of your afternoons engaged?

24. ——— [has, have] both those theories been proved?

25. ——— [has, have] either of my arguments been refuted?

26. Neither of the gifts that you have mentioned ——— [appear, appears] very appropriate.

27. Each of my three brothers and four sisters ——— [live, lives] in a different state.

28. Either of those proposals ——— [is, are] sure to meet with opposition.

Theme 29

Write the skeleton of each of the following predications as completed by the insertion of *was* or *were*. Observe direction 175.

A (See rule 173.)

1. You ——— probably under suspicion.
2. ———n't you at all benefited by the treatment?
3. The machine ——— operated by electricity.
4. In my opinion you ——— justly disciplined.
5. You ——— no more fatigued than I was.
6. A heavy cable ——— stretched across the river.
7. Why ——— you so closely guarded?
8. ——— you unable to persuade them?
9. You ——— naturally surprised at my words.

B (See rule 174.)

Write the skeleton of each of the following predications as completed by the insertion of *don't* or *doesn't*. Follow direction 176.

1. A trivial occurrence like that ——— embarrass him.
2. I ——— answer insulting questions.
3. ——— he ever descend to the level of ordinary conversation?
4. She surely ——— imagine the real state of the case.
5. ——— that poem border on the prosaic?
6. My sister and I ——— ever indulge in picnics.
7. That pianist ——— perform very well.

C (See page 223.)

Write the first person singular of the simple past tense, and the first person singular of the *do* past tense, of each of the following verbs. Observe direction 177.

1. try	4. prefer	7. meet
2. tremble	5. draw	8. fall
3. plan	6. throw	9. break

CHAPTER XXXV

AGREEMENT — Continued

To make sure that we understand and remember the rules of agreement that we have studied, let us now do a miscellaneous exercise in which all those rules are involved.

Class Assignment XXXV

Review rules 152–155, 158–162, 164–167, 169, 171, 173, 174, 178–181.

Then study the following predications, and be prepared to tell what bracketed word should be inserted in each blank, and to give the reason for your choice in each case. In telling how the blanks in a predication should be filled, simply read the predication aloud as completed by the insertion of the words chosen; and tell your reasons simply by citing the rules that require the words chosen. For example, if you recite on the first predication, simply say,

> "He doesn't believe I am one of the people who are likely to be of use to him. Rules 174 and 169."

In order to be able to cite the rules without delay, prepare, for your own use in class, a list of the rules that apply to each of the predications — a list like this:

1. 174, 169
2. 171
3. 173, 167

And so forth.

Observe that paragraphs 13 and 15 contain two predications each.

1. He ——— [don't, doesn't] believe I am one of the people who ——— [am, are, is] likely to be of use to him.

2. It seems strange to me, who ——— [am, is, are] unaccustomed to such practices.

3. ——— [was, were] you ever out on the great prairies that ——— [lie, lies] to the south of these hills?

4. Every one who has conversed much with lawyers ——— [have observed, has observed] how inclined they are to use long words.

5. Rash investments ——— [have, has] been the cause of many a suicide.

6. Simpson's store, with all the stock and furniture, ——— [is, are] for sale.

7. Mary, or else one of the other maids, ——— [have, has] disturbed my desk.

8. The great variety of the colors seen nowadays on the streets ——— [is, are] truly amazing.

9. Never in past years ——— [have, has] there been such opportunities as we enjoy to-day.

10. There ——— [is, are] a great many people here.

11. There ——— [was, were] a number of irregularly shaped and brightly colored rocks on the lawn.

12. In what school ——— [was, were] you educated?

13. All is apparently lost; but just at this critical time ——— [come, comes] two letters from the hero's rich uncle.

14. Do you, who ——— [have, has] never met me before, presume to address me?

15. I ——— [don't, doesn't] believe the roof needs repairing; it ——— [don't, doesn't] leak.

16. Neither my roadster nor my racing car ——— [is, are] in commission now.

17. Parkins is one of those men that ——— [is, are] always complaining.

18. The great value of these old letters, testaments, and other documents ——— [is, are] acknowledged by the curator of the museum.

19. Blows and curses ——— [was, were] the only reward he got.

20. There ——— [is, are] in certain parts of our city old houses that should be torn down.

Theme 30

(See rules 178–181.)

Indicate which of the words

his	their	is	are
him	them	was	were
himself	themselves	has	have

should be used to fill the blanks in the following statements and questions. Observe direction 182.

1. Each of the conspirators went quietly to ——— own home, and not one of them ——— suspected by ——— neighbors or by the police.

2. Every one there declared——— in favor of the measure.

3. It makes no difference whether it was Tracy or Reid; neither of those men ——— worthy to raise ——— eyes to my daughter.

4. A person never feels sure that ——— themes will be charitably read by either of those professors; either one of them ——— likely to be severe.

5. No one had any idea what ——— fate would be; every student from the best to the poorest ——— in anxious suspense.

6. ——— either of the boys at home?

7. ——— every one here received ——— money?

8. ——— each of you fully determined to abide by ——— promises?

9. ——— neither of my assistants yet brought ——— tools?

10. Everybody put on ——— holiday clothes.

11. If anybody makes a motion to resist, arrest ——— at once.

CHAPTER XXXVI

OBJECTS AND PREDICATE SUBSTANTIVES

In chapters XXVI–XXXV we have been studying the principles that help us to choose correct verb forms — the principles, for example, that tell us to use *was*, not *were*, in

The collection of weapons and implements *was* interesting.

and to use *is*, not *are*, in

Each of my brothers *is* married.

Now, in order to speak correct English, we must know not only what form of a verb to choose; we must know also what form of a substantive to choose. For example, in the statement

She is always cordial to my brother and ———.

we must know whether *I* or *me* is the correct form for the blank place. In the statements

He is the man ——— I suppose knows all about it.
You are a friend ——— I can rely on.

we must know whether the form *who* or the form *whom* is correct in each blank place.

The principles that help us decide such questions will be studied later in our course. But before we can understand those principles, we must get a clear understanding of certain matters of theory, which will now be presented.

In the statement

I employed a carpenter.

"I" designates the person who did the employing, and "carpenter" designates the person affected by the employment. In the statement

I built a house.

"I" designates the person who did the building, and "house" designates the thing accomplished by the building. A substantive that thus goes with a verb to designate the person or thing affected or accomplished by the action of the verb is called the **object** of the verb. Other examples follow:

I have a motor *car*.
You need a *doctor*.
Does she like *society*?
I never read such a *book*.
Don't you believe *me*?
He has lost *it*.

Now, if "carpenter" is the object of the verb in

I hired a carpenter.

it looks like the object of the verb also in

Scott was a carpenter.

But this is not the case. "Carpenter" in this statement does not designate a person acted upon by the action of a verb, for the verb "was" does not represent action at all, but only being or condition. "Carpenter" does not designate anybody to whom Scott did something; the statement does not say that Scott did anything to anybody; "carpenter" designates what Scott

himself was. A substantive that thus goes with a verb to tell what the person or thing represented by the subject substantive is, or seems, or becomes, or is thought to be, or is said to be, is called the **predicate substantive** of the verb.

It is very important for practical reasons, as we shall see later, to be able to tell whether a substantive is the object of a verb or the predicate substantive of a verb.

183 Remember this:

A substantive is never an object, but always a predicate substantive, if it goes with any of the following verbs in a predicate:

be
become in the sense of *come to be* (as distinguished from the *become* used in "That hat becomes you very well")
remain
seem

For example, the substantives printed in italic type in the following predications are predicate substantives:

PREDICATE SUBSTANTIVES OF THE VERB *BE*

You are a good *student*.
They were *cowards*.
That was a great *joke*.
That will be *fun*.

PREDICATE SUBSTANTIVES OF THE VERB *BECOME*

It became a *nuisance*.
He will become *President*.
I have become a *reformer*.

PREDICATE SUBSTANTIVES OF THE VERB *REMAIN*

He remained my *friend*.
I shall not long remain *chairman*.
It still remains a *mystery*.

PREDICATE SUBSTANTIVES OF THE VERB *SEEM*

It seems a doubtful *experiment*.
He seemed a changed *man*.
That seems a *pity*.

184 **Also remember that a substantive that goes with a verb in the passive voice** (see page 164) **is never the object of the verb.**

Thus in the following predications the substantives printed in italic are not objects but **predicate substantives:**

PREDICATE SUBSTANTIVES WITH PASSIVE VERBS

He was elected *President*.
He was called the *boss*.
I am not considered a good *player*.
It was considered a *failure*.

We have seen that a verb may have an object, thus:

He saw a *tree*.

or a predicate substantive, thus:

He was a *lawyer*.

Now of course a verb may be used without either an object or a predicate substantive, thus:

They always quarrel.
She waited at the church.
He sings very well.

185 *In diagraming a predication in which the predicate verb has an object, write the object on the base line to the right of the verb and separated from the verb by a single vertical line, thus:*

186 *In diagraming a predication in which the predicate verb has a predicate substantive, write that substantive as you would write an object, but separate it from the verb by a colon, thus:*

he || is : lawyer

187 *In diagraming a predication in which the predicate verb has neither an object nor a predicate substantive, be sure not to write anything on the base line to the right of the verb.*

Class Assignment XXXVI

Be prepared to make a partial diagram of each of the following predications, showing only its skeleton and the object or the predicate substantive if there is one. For example:

(1)

he || stood

(2)

I || am : member

(3)

steam || made | noise

Observe directions 185–187.

1. He stood in the hall for half an hour.
2. I am surely the least important member of the family.
3. The steam, as it rushed from the broken boiler, made a noise loud enough to wake the dead.
4. Dan was a young fellow of great stature and strength.
5. The President, after conferring with the Cabinet, issued his proclamation.
6. By such treatment as this, Harloff was made a bitter enemy of the government.

7. On the front veranda sat two men.
8. Never for an instant during the day did I forget her words.
9. Your story seems sheer nonsense to me.
10. I have never been a very ardent supporter of that doctrine.
11. We embarked next day on our little ship.
12. In spite of his many misfortunes he still remains the same jovial companion as of old.
13. In the middle of the hall stood the Senator from Wisconsin.
14. Thou art my protector.
15. It seems the strangest case I have ever known.
16. The poor freshman was much embarrassed by these proceedings.
17. The rider angrily raised his whip.
18. The letter from my brother told of the unfortunate loss.
19. The hero of the story is an Irishman.
20. Cummings was chosen captain by unanimous vote.
21. Around the corner rushed two guardians of the peace.
23. That lady will be my wife some day.
23. Have you ever been a member of a secret society?
24. Shall you be the man in charge of the work?
25. The road leads to an old mill.
26. This is joyful news.
27. A swift look of recognition passed between the visitor and the guide.
28. She lived in an old house by the river.
29. All these men were staunch supporters of the party.
30. I was your best friend until you betrayed me.
31. He was called an expert.
32. By this treatment you will be made a well man again.

Theme 31

Imagine that you have published in a newspaper an advertisement about something you wish to sell — a boat, a gun, a sewing-machine, a stove, a house, a lot, a farm, a horse, a buggy, or anything you choose. Imagine that

somebody has written to you asking for a full description of the thing that is for sale. Write that person a letter about a hundred words long, something like the following:

425 Irving Avenue
Camptown, Wisconsin
September 6, 1915

Mr. Henry C. Blain
Camptown, Wisconsin
My dear Sir

The farm about which you have inquired in your letter of September 4 is a farm of two hundred acres situated about six miles west of East Albans Wisconsin. About fifty acres of the farm consists of timber land. About thirty acres is pasture land consisting of two pastures somewhat separated but both supplied with running water throughout the year by a large brook. Nearly all the rest of the land is under cultivation. The soil is suitable for all crops usually grown in that part of the state. In one section of the farm I have for several years cultivated tobacco with remarkable success. The farmhouse is about forty years old but in excellent condition; the barn and other buildings are large and thoroughly modern. I should be glad to take you to visit the farm if you care to inspect it.

Yours truly
Charles A. Warner

1330 Stanley Street
Hobsonville, Illinois
October 20, 1915

Miss Gertrude Willman
Freeport, Illinois
My dear Madam

The canoe about which you inquire in your letter of October 18 is an Old Town canoe of large size. It easily accommodates four passengers. The outside of it is bright green, and the wood of the inside is of the natural color and highly polished. A brass shoe protects the keel at each end. The name Ariel is lettered in gold leaf on each side of the bow. The canoe is easy to propel and rapid, and yet it is

unusually stable. I consider it perfectly safe. I have used it for two seasons, but it has never been damaged and is as good as new. It was newly painted and varnished last June. I paid thirty dollars for it and am offering it for sale at fifteen dollars.

Yours truly

Blanche Harper

Before you write your letter, review rules 65, 68–70, 137. 138. In the body of the letter apply rules 143–145; in other parts of the letter follow the punctuation of the model on page 244. Write the letter either on a four-page sheet or on a large commercial sheet (see the note on page 65).

Next review rules 75–82, 83–91, 96, 97, 99–101. Then address and stamp an envelope, and enclose your letter in the envelope. On the back of the envelope put the regular endorsement for theme 31.

CHAPTER XXXVII

OBJECTS AND PREDICATE SUBSTANTIVES — Continued

THE objects and predicate substantives that we considered in the last chapter all came after their verbs, thus:

I hired a carpenter.
Scott was a carpenter.

But objects and predicate substantives often come before their verbs, thus:

The book that you lent me last week I have not yet examined.
A tidy ship was the Nancy Bell.

The bases of these predications would be diagramed as follows:

I || have examined | book

Nancy Bell || was : ship

Three cases are to be particularly noticed in which the object or the predicate substantive comes before the verb: first, questions, thus:

What do you want?
you || do want | what

What is your name?
name || is : what

second, exclamations, thus:

What a mistake you have made!

you || have made | mistake

What a generous man he is!

he || is : man

third, adjectival clauses, thus:

I have read the book **which you recommended.**
You call this house a shanty, **which it certainly is.**

The two adjectival clauses preceding are constructed thus:

you || recommended | which

it || is : which
| certainly

In studying adjectives and adjectival phrases, we have noticed chiefly cases in which these modified subject substantives, thus:

The tall man to your right is Wilson.

man || is : Wilson
| the
| tall
to your right

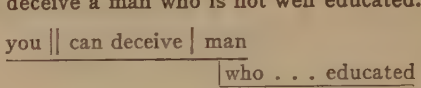
But of course an adjective or an adjectival phrase may modify any other substantive in a predication, thus:

The man at the corner of the street is the sheriff of this county.

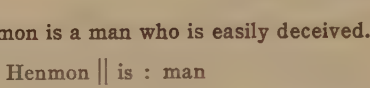
man || is : sheriff
| the
| | the
| | of this county
| at the corner
| | of the street

Likewise an adjectival clause may modify an object or a predicate substantive, thus:

You can easily deceive a man who is not well educated.

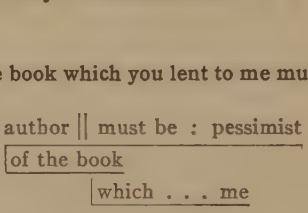


Henmon is a man who is easily deceived.

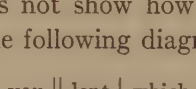


or it may modify any other substantive in a predication, thus:

The author of the book which you lent to me must be a pessimist.

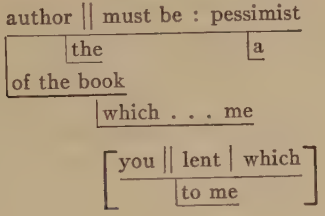


There are two things to notice about an adjectival clause. The first is what substantive it modifies; the second is how the clause, considered as a predication by itself, is built. The last diagram above shows that the adjectival clause "which you lent to me" modifies "book"; but it does not show how the clause is built. This is shown by the following diagram of the clause:



188 *In making diagrams hereafter, treat adjectival clauses as you have done hitherto (see rule 114); but under the line on which each clause is represented, put in brackets a separate diagram of the clause, thus:*

Diagram of the predication "The author of the book which you lent to me must be a pessimist."



Class Assignment XXXVII

Be prepared to diagram the following predications:

1. That question which you have just raised I will answer presently.
2. What courage those men on the boat had!
3. Whose voice did you hear on the stairs?
4. Her beautiful old face, which the years had only filled with peace, I shall never forget.
5. The old Gothic cathedral, which my friend had praised enthusiastically, I did not greatly admire.
6. Which volumes did he select?
7. From the top of the mountain, which we reached at sunrise, what a beautiful prospect we saw below us!
8. Whom have you invited to the dinner?
9. The advice that I offered she accepted with gratitude.
10. Burton subsequently bought a newspaper, which he edited until his election to the senate.
11. My objection to the plan that you propose is a serious one.
12. During the two weeks that he spent with us, he was one of the happiest men that I have ever seen.
13. What furniture did the man whom I sent here take away with him?
14. The table, which Rachel had carefully laid, was a joy to the eye.
15. Who were those men that we just passed?
16. Who are you?
17. Hughes said nothing but remained a silent listener.

Theme 32

Tabulate the italicized words in the following predications, and state whether each is the object or the predicate
189 substantive of its verb. *Arrange your work in two straight columns. In the first put the words that are here italicized, writing them in the order in which they occur here, and numbering them. In the second column put "obj." or "pred. subst."*
190 *opposite each word in the first. Be sure to put each entry in the second column exactly opposite the word to which it applies. For example:*

1. tube	pred. subst.
2. mistake	obj.

1. That seems to be a *tube* of glue.
2. You have, I fear, made some *mistake.*
3. Taggart was the *boss* of the Indiana Democracy.
4. He invited *us* to the reception.
5. The request seems to me a very reasonable *one.*
6. You must have been the *victim* of a swindler.
7. The Tribune has supported *Roosevelt.*
8. Jordan became *secretary* of the society.
9. *Whom* did they choose?
10. *Who* is your fat friend?
11. The Republicans won the *election.*
12. He strongly opposes the *plan.*
13. Who was chosen *captain* of the team?
14. Where did you find that *ring?*
15. The story is a malicious *falsehood.*
16. The defeat of our candidate would be a *misfortune.*
17. The Romans were brave *fighters.*
18. Do you think that corporation is a *trust?*
19. Wilson used to be a *professor.*
20. To me the remark seemed sheer *impudence.*
21. Not being an *expert,* I cannot answer your *question.*
22 You have been a generous *friend* to me.
23. I wish I were a *king.*
24. The burglar carried away in his bag all the household *silver.*

Theme 32M

Copy the following statements:

1. "Come in, Jack," he called. "Sit down. I know that you're in a hurry; nevertheless you must give me twenty minutes of your valuable time."

2. "All right," answered the cheerful Jack. "I'm never so busy that I can't accept your hospitality for one third of an hour."

CHAPTER XXXVIII

THE NOMINATIVE AND ACCUSATIVE CASES

We have seen (page 210) that the pronouns *I*, *thou*, *he*, *she*, *we*, *they*, and *who* have each two forms — *I* and *me*, *he* and *him*, and so forth. These two forms of each pronoun are called cases — the **nominative case** and the **accusative case.** The two cases of each pronoun are shown in the following table:

Nominative Case	Accusative Case
I	me
thou	thee
he	him
she	her
we	us
they	them
who	whom

The cases of a pronoun — for instance, the cases *I* and *me* — are like the different forms in the same tense and voice of a verb — for instance, *take* and *takes*. That is, the two cases have the same meaning but are used in different connections. *Take* and *takes* have the same meaning, but we use one in "you take" and the other in "he takes." So *I* and *me* have the same meaning, but we use one in "I go" and the other in "It hurts me."

The seven pronouns above enumerated and the pronoun *whoever* (which we shall study later) are the only

substantives that have nominative and accusative cases. We shall call them the **inflected pronouns.**

An inflected pronoun used as the subject substantive or the predicate substantive of a verb is usually in the nominative case, thus:

I am a lawyer.	I || am : lawyer ⌊a
It is I.	it || is : I

But there is an exception. In order to understand this exception, we must first understand a kind of verb form that we have not yet noticed — namely, the **infinitive.**

The verb forms *be* and *have* when they are preceded by *to*, thus:

To be **a good gardener requires patience.**
To have **plenty of money is desirable.**

are called **infinitives.** Also the first singular present active form of any other verb — for instance, *take*, *come*, *give*, *ride*, *go*, *find* — is called an infinitive when it is preceded by *to*, thus:

To take **that money was wrong.**
To come **in late is forbidden.**
To give **liberally is her invariable custom.**
To ride **behind a slow horse gives me no pleasure.**
I like *to go* **to the circus.**
I wish *to find* **Mr. Smith.**

Also any verb form beginning with *be* or *have* is called an infinitive when preceded by *to*, thus:

The house was ordered *to be moved*,
To be deceived **in this way angers me.**
He is supposed *to have lost* **his way.**
I am sorry *to have missed* **you.**
War is said *to have been declared.*
You seem *to have been led* **astray.**

Thus the infinitives of the verb *be* are

(to) be
(to) have been

The infinitives of the verb *have* are

(to) have
(to) have had
(to) be had
(to) have been had

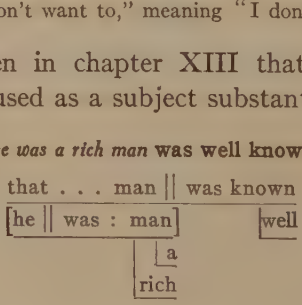
The infinitives of other verbs may be represented by those of the typical verb *take* — namely,

(to) take
(to) have taken
(to) be taken
(to) have been taken

NOTE:—The word *to*, when it precedes an infinitive, is called the **sign of the infinitive** or the **infinitive sign.** For convenience we often speak as if the *to* were a part of an infinitive, as when we say "*To be* and *to have been* are infinitives." But the *to* is not really a part of the infinitive; it is only a word that accompanies the infinitive, like a label. The infinitive sign is sometimes, in conversation, used without an infinitive, as when one person says "Will you come?" and another answers "No; I don't want to," meaning "I don't want *to come.*"

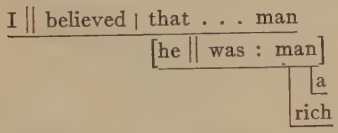
We have seen in chapter XIII that a substantive clause may be used as a subject substantive, thus:

***That he was a rich man* was well known.**



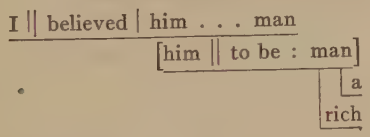
A substantive clause may also be used as the object of a verb, thus:

I believed *that he was a rich man*



The verb in such a clause is sometimes an infinitive, thus:

I believed *him to be a rich man.*



When an infinitive is thus used as the predicate verb in a substantive clause, an inflected pronoun used as the subject substantive of the infinitive should be in the accusative case, thus:

I believe *him* to be an honest man.

and an inflected pronoun used as the predicate substantive should also be in the accusative case, thus:

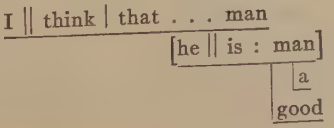
My mother supposed the burglar to be *me*.

To sum up:

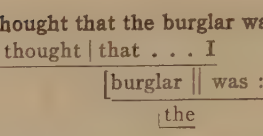
191 **An inflected pronoun used as the subject substantive or the predicate substantive of a verb should be in the nominative case unless the verb is an infinitive.**

For example:

I think that he is a good man.

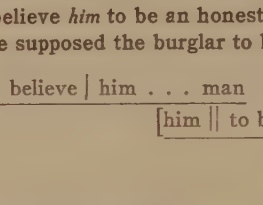


She thought that the burglar was I.



192 **An inflected pronoun used as the subject substantive or the predicate substantive of an infinitive should be in the accusative case, thus:**

I believe *him* to be an honest man.
She supposed the burglar to be *me*.



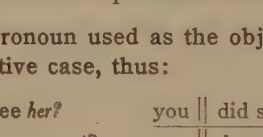
Now as to the use of a pronoun as the object of a verb:

193 **An inflected pronoun used as the object of a verb should be in the accusative case, thus:**

Did you see *her*?	you || did see | her
***Whom* do you want?**	you || do want | whom

There is no exception to this rule when the pronoun is the object of an infinitive, thus:

I expected the doctor to cure *me*.



We have seen (page 92) that the substantive that follows the preposition in a prepositional phrase — for instance, the substantives in italic type below:

in *America*
on the *table*
to the hot and smoky *town*

is called the **object of the preposition.**

194 **An inflected pronoun used as the object of a preposition should be in the accusative case, thus:**

He sent it to *me*.	he || sent | it | to me
I wrote to *her*.	I || wrote | to her

The **function** of a word in a predication is the part that it plays in the make-up of the predication. For example, in the predication "I see your drift"

the function of "I" is to act as the subject substantive of "see"
the function of "see" is to act as the predicate verb of "I"
the function of "your" is to modify "drift"
the function of "drift" is to act as the object of "see"

The most convenient way to state the function of a word is to tell what it is with reference to some other word. Thus the best way to answer the question

What is the function of "drift" in the predication "I see your drift"?

is to say "Drift" is the object of "see."

195 *In stating the function of a subject substantive, say simply "subject" for brevity, and always name the predicate verb, thus:* "I" is the subject of "see."

196 *Likewise in stating the function of the object or the predicate substantive of a verb, or the object of a preposition, always*

name the verb or the preposition. For instance, say of "man," "nothing," and "family" in "He is a lazy man and does nothing for his family,"

"Man" is the predicate substantive of "is."
"Nothing" is the object of "does."
"Family" is the object of "for."

197 *In making such statements do not waste time by saying "the verb" or "the preposition"; for example, do not say "object of the verb* does," *but simply*

object of "does"

Class Assignment XXXVIII

Be prepared to state on the blackboard the case and the function of each of the italicized pronouns following. Tabulate the pronouns that will be assigned to you in class, and opposite each one indicate its case and function. *Arrange*
198 *your work in three straight columns, thus:*

1. me	accus.	obj. of "to"
they	nom.	subj. of "have come"
2. her	accus.	subj. of "to be"
she	nom.	subj. of "is"
3. her	accus.	obj. of "do trust"
4. who	nom.	pred. subst. of "are"

199 *Use the abbreviations used above. Be sure to enclose in quota-*
200 *tion marks the quoted words in the third column.*

1. It seems strange to *me* that *they* have not yet come.
2. Do you believe *her* to be what she says *she* is?
3. I do not trust *her*.
4. *Who* are you?
5. I shall be much embarrassed if *she* addresses *me*.
6. Thou hast answered. Now *I* know *who* sent *thee*.
7. He was accustomed to having his meals brought to *him* in his room.

8. We shall see *him* if *we* arrive in time.

9. I wish *him* to succeed in the future as well as *he* has done in the past.

10. *Whom* have you employed to guide *us* to the other side?

11. But *her* whom I sought *I* could not find.

12. She hates *us who* are her superiors.

13. *We* must stand together, or the other side will defeat *him*.

14. Give this land to *us whom* fate has so unkindly treated.

15. They wanted *us* to ascend the scaffolding and watch *them* slide down.

16. I hardly expected *them* to adjust themselves to *us*.

17. Do you really believe *her* to have benefited mankind?

18. Is it *thou*, Augusta, *whom* I hear but cannot see?

19. *Who* was the stranger *who* accosted you?

20. It is not *she whom* they blame; it is *I*.

21. Is it *we* to *whom* thou wouldst speak, young man?

22. These men are not *they whom* I seek.

23. These are *they* who suffered tribulation for *me*.

24. About the captive *I* had no fear, for I supposed *him* to be well guarded.

25. He *who* followed may be forgiven, but *him who* led *I* will punish.

26. Dost *thou* intend *me* to pursue *him* till *I* overtake *him*?

THEME 33

(See chapter XXXVII.)

Diagram the following predications. Before you begin, review direction 113, and observe it carefully in your work.

1. The window, which I had not fastened, made a great deal of noise.

2. The stock which you have entrusted to me I will sell at the first opportunity that I get.

3. In the course of our conversation, which I greatly enjoyed, I forgot about Hughes.

4. Instead of the rainy days that she expected, what beautiful weather she had for her journey!

5. The watchman whom they employed during that period of anxiety seemed a steady, reliable fellow.

6. Have you never thought of the harm that you have done by your extravagance?

7. What a disappointment the concert was!

8. The very clothes that I wear I owe to his generosity.

9. Whom do you seek?

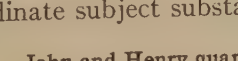
10. What do you want?

CHAPTER XXXIX

THE NOMINATIVE AND ACCUSATIVE CASES — Continued

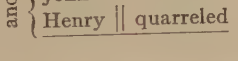
In chapter XV we noticed the fact that a verb may have two coördinate subject substantives, thus:

John and Henry quarreled.



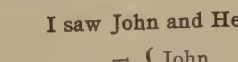
Likewise a verb may have two coördinate objects, thus:

I saw John and Henry.



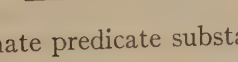
or two coördinate predicate substantives, thus:

We are John and Henry.



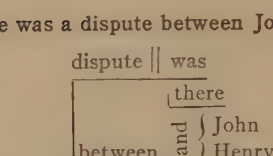
Also a preposition may have two coördinate objects, thus:

I wrote to John and Henry.



This is especially true of the preposition *between*, which very often has two objects, thus:

There was a dispute between John and Henry.



201 When you use two inflected pronouns as coördinate subject or predicate substantives of a verb not an infinitive, be sure that they are both in the nominative case, thus:

They and I are friends.
The persons chiefly responsible are *she and they*.

202 When you use two coördinate subject or predicate substantives of a verb not an infinitive one of which is an inflected pronoun, be sure that the pronoun is in the nominative case, thus:

The Hawkinses and we are near neighbors.
The authors of that scheme were *Judson and I*.

203 When you use two inflected pronouns as coördinate subject or predicate substantives of an infinitive, or as coördinate objects of a verb or a preposition, be sure that they are both in the accusative case, thus:

Do you expect *him and me* to carry it?
She supposed the culprits to be *him and me*.
Having learned what Sullivan and I had done, the captain reprimanded *him and me*.
There can never be anything but enmity between *them and us*.

204 When you use two coördinate subject or predicate substantives of an infinitive one of which is an inflected pronoun, or two coördinate objects of a verb or a preposition one of which is an inflected pronoun, be sure that the pronoun is in the accusative case, thus:

Do you want *Harry and her* to come?
I did not expect the candidates to be *Jenkins and me*.

The manager has promoted *him and his brother.*
The lady sent for *Copley and me.*

Personal pronouns (see page 210) are sometimes used somewhat like adjectives. For example, in

You boys had better stay awhile.

"you" is used like an adjective modifying "boys." Personal pronouns used thus are called **adjectival personal pronouns.**

205 **Use adjectival *we* when the substantive that it modifies is the subject or predicate substantive of a verb not an infinitive, thus:**

***We men* will do our best.**
Is it *we taxpayers* who are to bear the cost?

206 **Use adjectival *us* when the substantive that it modifies is the subject or predicate substantive of an infinitive or the object of a verb or a preposition, thus:**

He believes *us voters* to be responsible.
He declared the offenders to be *us voters*.
You must see *us girls* in our costumes.
They waited for *us belated guests*.

When an inflected pronoun is used as the antecedent of a relative pronoun — for instance,

he who is in trouble
him who is in trouble

the relative pronoun has nothing to do with the case of the antecedent; the case of the antecedent depends on its function. Thus we say

***He* who is in trouble has my sympathy.**

because here the antecedent is the subject substantive of "has." But we say

Him **who is in trouble I will help.**

because here the antecedent is the object of "will help."

207 **In determining the case of the antecedent of a relative pronoun, disregard the relative pronoun, and find the function of the antecedent.**

For example:

Who is he that knocks?

he || is : who
|that knocks

I will admit him that knocks.

I || will admit | him
|that knocks

I opened to them that knocked.

I || opened
|to them
|that knocked

Class Assignment XXXIX

Be prepared to show on the blackboard which of the bracketed words after each of the blanks in the following statements and questions should be used to fill the blank, and **208** why. *Tabulate the words to be inserted in the blanks and indicate opposite each one its case and function. Arrange your work in three columns according to directions 198–200.*

1. We can ask nothing further from ——— [she, her] who has already been so generous.
2. Can you entertain ——— [we, us] and our suite for a night?

3. Have ——— [we, us] clerks no interest in the business?

4. He will rejoice if you and ——— [I, me] are reconciled.

5. They will receive you and ——— [I, me] with open arms.

6. What a piece of good fortune has come to you and ——— [I, me].

7. What is your misfortune to ——— [I, me] that have always hated you?

8. Can ——— [I, me] that knew her ever forget her?

9. I thought Margaret was still in Florida, but this afternoon I met ——— [she, her] and her husband on the street.

10. Do ——— [she, her] and her husband go to Florida every year?

11. Crawford has a fair excuse, but you and ——— [I, me] she will probably not forgive.

12. There was never such friendly rivalry as that between ——— [he, him] and ——— [I, me].

13. The old actor was much impressed with the skill that the girls displayed; and he specially praised ——— [she, her] who played the part of Rosalind.

14. Florence was in such a state of delight at the good news that she would not hear of work; so not a stroke of the pen was made by ——— [she, her] or Helen that night.

15. It is all very well for the merchants, but rather hard on ——— [we, us] residents.

16. Was there a benevolent conspiracy between ——— [she, her] and her uncle?

17. Give freely to ——— [they, them] that need; and ——— [he, him] that would borrow repulse not.

18. You sophomores may go, but all ——— [we, us] juniors will stay by the ship.

19. Does he intend ——— [we, us] plumbers to do carpenters' work?

20. The Leiths have their car here; ——— [they, them] and ——— [we, us] will take the rest of you home.

21. Ask Jerry and Anne; if ——— [he, him] and ——— [she, her] are satisfied, so am I.

22. If the plan is acceptable to ——— [he, him] and ——— [she, her], it is to me too.

23. There's Moore now; ——— [he, him] and ——— [I, me] will carry the trunk for you.

24. Get Moore; you can safely trust ——— [he, him] and ——— [I, me] with your trunk.

25. Poor Adams! I wonder if the next pair of victims will be ——— [he, him] and ——— [I, me].

26. The last actor to be called before the curtain was ——— [he, him] who had so humorously impersonated the grave-digger.

27. Of all the actors, the audience applauded most ——— [he, him] who played Mercutio and ——— [she, her] who played Lady Capulet.

28. Dear niece, attend to your needlework and leave politics to ——— [we, us] men.

29. Be of good cheer, cousin; there is yet something in store for ——— [thou, thee] and ——— [I, me].

30. That sly sorceress! ——— [thou, thee] and ——— [she, her] have contrived this trap.

31. May the blessing of Heaven rest on ——— [he, him] that built this boat!

32. This will be a cleaner city if you will admit ——— [we, us] women to a share in its government.

33. Huerta indeed! ——— [he, him] and his threats I hold in contempt.

34. Professors and clergymen may be your dupes; but ——— [we, us] practical lawyers you cannot deceive.

35. The Waltons were often discussed by Humphrey and ——— [I, me]. I despised ——— [they, them] and their set, but he always stood up for them.

36. Can you show no mercy toward ——— [he, him] that errs under the stress of severe temptation?

37. Bring your guest with you; we shall be delighted to meet ——— [he, him] and his son too.

38. May there be nothing but kindness between you and ——— [I, me].

Theme 34

(See chapter XXXVIII.)

Tabulate the italicized pronouns following, and state the case and function of each. Observe directions 195–200.

1. Did you expect *me* to be surprised when I saw *her?*
2. If you discharge *him, whom* will you find to succeed *him?*

3. They do not look strange to *me, who* have known *them* so long.

4. All *them who* help *me* I will abundantly reward.

5. We must not expect *them* to do as much as *we* can do.

6. Do *they* ever give a thought to *us who* toil for *them?*

7. To *her* who has been a fairy godmother to *me* I owe my success.

8. *Who* is the man by the door?

9. Did *he* wish *me* to have this money?

10. Does *he* desire *us* to come to *him?*

Theme 34M

Copy the following statements:

1. "This is queer," remarked the captain. "I'm winning, but you're losing."

2. "I believe I've as much right," replied the colonel, "to manage my affairs as you have to manage yours. It's no one's business whom I employ."

CHAPTER XL

REVIEW OF THE PRINCIPLES OF AGREEMENT AND CASE

LET us test our understanding and remembrance of the principles in chapters XXVIII–XXXIX by means of a review exercise.

CLASS ASSIGNMENT XL

Be prepared to state how the blanks in the following statements and questions should be filled, and to give your reason in each case.

1. Both the plumber and the man who put up the stove pipes ——— [has shown, have shown] considerable skill.

2. The sight of those boys and girls working in the factories ——— [distress, distresses] ——— [I who, me who] always keenly ——— [sympathize, sympathizes] with children.

3. The sight shocks ——— [he who, him who] truly ——— [sympathize, sympathizes] with children.

4. The news that you have brought ——— [cheer, cheers] me.

5. Auction is one of the few games of cards that ——— [is, are] tolerable to me.

6. Final examinations ——— [is a source, are a source] of anxiety to me.

7. There ——— [was, were] never in the past century such huge fortunes as those of to-day.

8. The cook prepared a lunch for my brother and ——— [I, me].

9. All ——— [us, we] fellows met in the gymnasium.

10. It is a question of veracity between ——— [he, him] and ——— [I, me].

11. She did not refer to ——— [we, us] girls at all.

12. It is unjust to expect ——— [she and I; her and me] to do all the work.

13. Henceforth all is over between you and ——— [I, me].

14. The front stairs ——— [need, needs] a coat of paint.

15. She has one of those temperaments that ——— [irritate, irritates] you constantly.

16. Neither the woodwork nor the plaster ——— [is, are] in good repair.

17. There ——— [is, are] several good reasons for my silence.

18. In front of the factory ——— [was, were] a number of pickets.

19. He made some references to our city hall which——— [was, were] not very complimentary.

20. It was rumored that Gladstone or his opponent ——— [was, were] about to resign.

21. That was ——— [I, me] ——— [who, whom] you heard in the cellar.

22. It is not ——— [us, we] who are to blame; it is ——— [they, them].

23. I am a friend ——— [who, whom] you can depend on.

24. Was this my old comrade? I could not believe that this ragged beggar was ——— [he, him].

25. First he spoke of Jael and Miriam; ——— [them, they] he apostrophized as patriots.

26. To you Englishmen as well as to ——— [we Americans; us Americans] his name is dear.

27. Hetherington and I thought it was necessary that the messengers should be ——— [us, we] who thoroughly understood the errand.

28. The cause so dear to you and ——— [me, I] has failed.

29. All the responsibility rests on Jane and ——— [I, me].

30. He wanted ——— [my father and I; my father and me] to invest in a corporation managed by ——— [he and his father; him and his father].

31. ——— [him, he] and all his associates I repudiate.

32. A large estate was left to ——— [she and her sister; her and her sister].

33. You ought not to be burdened with ——— [he and his family; him and his family].

34. Do I know Raycroft? Why, I used to visit ——— [he and his wife; him and his wife] every Sunday.

35. The landlord was inexorable with the poor widow; he drove ——— [she and her children; her and her children] into the streets.

36. ——— [they that are negligent; them that are negligent] he admonishes; ——— [they that are faithful; them that are faithful] are commended.

37. She read some poems of Browning which ——— [was, were] hard for me to understand.

38. Among the audience ——— [was, were] my uncle and aunt.

39. The smiles of his queen ——— [was his reward, were his reward].

40. My scissors ——— [is, are] dull; ——— [it, they] must be ground.

41. When ——— [has, have] there ever been such opportunities for a young man?

42. The captain with all his men ——— [was supposed, were supposed] to have surrendered.

43. There ——— [do, does] not seem to have been any reforms yet.

44. Either Gardner or Wright ——— [is, are] at liberty to examine my accounts.

45. Neither mythology nor history ——— [give, gives] me any pleasure.

Theme 35

(See rules 201–207.)

Show how the blanks in the following statements and questions should be filled. Observe direction 208.

1. ——— [he, him] who finds the concealed merchandise the owners will reward liberally.

2. The lady treated ——— [we, us] workmen very kindly.

3. A swift motor car bore my father and ——— [I, me] to the station.

4. I have always been loyal to ——— [they, them] that were loyal to me.

5. I can bring Richard if you wish ——— [he, him] and ——— [I, me] to help you.

6. Dear old violin! I hope nothing will ever separate you and ——— [I, me].

7. Do you remember how long you and ——— [I, me] have been acquainted?

8. Among ——— [we, us] older students the proposal met with no favor.

9. Molly will soon be here; I just saw ——— [she, her] and the baby walking this way.

10. Our family and the one next door never associate; there seems to be a great gulf fixed between ——— [we, us] and ——— [they, them].

Theme 35M

Copy the following statements:

1. After the landlady announced a case of diphtheria, the boarders appeared in the dining room wearing Arctic overshoes.

2. Deeply affected by the young woman's tears, the professor said consolingly, "Cheer up, Lucy. You'll pass all right. According to our custom women who weep are always passed — at least usually."

CHAPTER XLI

VARIOUS KINDS OF END PUNCTUATION

At the end of chapter XX it was said that the rules of end punctuation as stated in that chapter were not complete, and that we should return to the subject and treat it more fully at a later point. The time has now come, after all these intervening chapters, to fulfill that promise.

Independent predications are, with respect to their meaning, of two sorts: first, **declarative predications** — those that tell something; second, **interrogative predications** — those that ask something.

Declarative predications are of two kinds, with respect to their meaning: first, **statements,** like

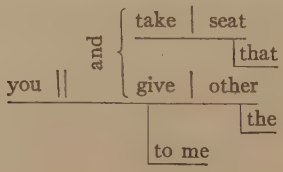
He is a good student.

second, **direct commands,** like

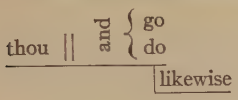
Take your hat off.

A direct command sometimes has a subject, thus:

You take that seat and give the other to me.



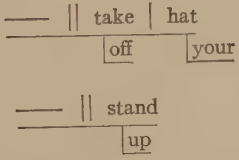
Go thou and do likewise.



But usually a direct command has no subject; for example:

Take your hat off.
Stand up.
Allow me to help you.
Show me your record.

Observe that such commands, though they lack subjects, are included among independent predications. They are considered as predications with the subjects "understood." In diagraming a predication of this kind, draw a line where the subject would be if there were one, thus:



Statements, with respect to the way in which they are supposed to be made, are of two kinds: first, exclamatory — those supposed to be uttered with emotion, like

How cold it is!
You are a villain!

second, non-exclamatory, like

It is rather cold.
I was born in 1898.

Direct commands are also of the same two kinds; some are exclamatory, thus:

Save my drowning child!

and some non-exclamatory, thus:

Pass me the bread.

Interrogative predications are also of the same two kinds — some exclamatory, thus:

What do I care for your wretched laws!

some non-exclamatory, thus:

Where can I find a cab?

Thus independent predications are classified as follows:

- Declarative
  - Statements
    - Exclamatory
    - Non-exclamatory
  - Commands
    - Exclamatory
    - Non-exclamatory
- Interrogative
  - Exclamatory
  - Non-exclamatory

In other words, there are six distinct kinds of independent predications, as follows:

Exclamatory	Non-exclamatory
Statements	*Statements*
e.g.: How cold it is!	e.g.: It is rather cold.
Commands	*Commands*
e.g.: Save my child!	e.g.: Come this way.
Questions	*Questions*
e.g.: How dare you!	e.g.: Where is John?

It is necessary to classify independent predications, and to name the different kinds, in order that full rules for end punctuation may be given; for the kind of end punctuation we use depends on the kind of predications we are dealing with.

Of the rules that follow, the most important are numbers 209–215. These seven rules you should study carefully in preparation for the next class meeting. The others — numbers 216–221 — are given here rather that you may refer to them in case of need than that you should study them at this time.

Declarative Predications

209 **A non-exclamatory declarative independent predication that is not joined to a following predication by one of the six words**

and	**or**
but	**nor**
for	**neither**

should be followed by a period, a semicolon, or a colon,
210 **as follows: (*A*) It *may* in every case be followed by a period. It *should* be followed by a period if it is not closely connected in thought with the following predication.**

For example:

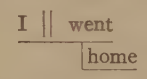
I never knew. At least I don't remember.
Do it now. Don't wait.
Here is trouble. I've lost my pen.
Wait. I have a question.
Come on. The way is clear now.
It was hot. So I went without my coat.
I didn't know where I was. Therefore I looked cautiously about me.
She is not industrious. In fact she is decidedly lazy.
We disagree about everything. For example, his political views are quite opposed to mine.

(*B*) If it is closely connected in thought with the following predication, it may in most cases, and should in many cases,
211 be followed by a semicolon, thus:

He has injured me; I demand redress.
Leave this house; you are not wanted here.
He was found incompetent; so he was discharged.
It was very dark; therefore I went cautiously.

(*C*) If it introduces something that follows through such an
212 expression as *the following, as follows, thus, this, these, one, two, three,* it may, and in most cases should, be followed by a colon, thus:

He went to work in the following way: First he moved the lever a little to the right. Then he . . .
I sent him the following telegram: "Be ready to start at any time."
Diagram "I went home" thus:



There is this to be said in his favor: he knows the law as few other men do.
Follow these rules: Think straight, and talk to the point.
There is one thing I don't understand: Why was the action not reported officially?
I have just two things to say to you: First, I disapprove of your course. Second, your allowance will no longer be paid.

213 A non-exclamatory declarative predication that is joined to a following predication by one of the six words

and	or
but	nor
for	neither

should be followed by a comma or a semicolon, as follows:
214 (*A*) It may, and in most cases should, be followed by a comma, thus:

His eyes flashed, and he breathed quick.
The sky was clear, but the air was sultry.
The gymnasium work is very beneficial, for many students would not have sufficient exercise without it.

(*B*) But if it, or the predication to which it is joined, is more
215 than ten words long, it may be followed by a semicolon, thus:

The writer who uses at all such expressions as those in the foregoing list violates good taste; and the writer who drags them into a matter-of-fact context commits a double offense.

216 An exclamatory declarative independent predication introduced by *what* or *how* that is not joined to a following predication by one of the six words

and	or
but	nor
for	neither

should be followed by an exclamation mark, thus:

What a noble patriot he was!
How terrible was his calamity!

217 An exclamatory declarative independent predication introduced by *what* or *how* that is joined to a following predication by one of the six words

and	or
but	nor
for	neither.

should usually be followed by a comma, thus:

How brave you were, and how nobly you behaved!

But such a predication may, if the writer prefers, be followed by an exclamation mark, thus:

How beautiful the day was! and what a frolic the children had!

218 An exclamatory declarative independent predication not introduced by *what* or *how* may be treated just like a non-exclamatory one, thus:

I detest and despise them.
Come quick.
You are a villain, and I scorn you.
Run, or you will lose your life.

Or such a predication may be followed by an exclamation mark if it is desired, thus:

I detest and despise them!
Come quick!
You are a villain, and I scorn you!
You are a villain! and I scorn you!
Run, or you will lose your life!
Run! or you will lose your life!

Interrogative Predications

219 A non-exclamatory interrogative independent predication that is not joined to a following predication by one of the six words

and	or
but	nor
for	neither

should be followed by a question mark, thus:

How old are you?
Where was he? I did not see him.

220 A non-exclamatory interrogative independent predication that is joined to a following predication by one of the six words

and	or
but	nor
for	neither

should usually be followed by a comma, thus:

How many did you get, and what did you pay for them?

But such a predication may, if the writer prefers, be followed by a question mark, thus:

Is he better born than I am? or has he any more right here than I have?

221 **An exclamatory interrogative independent predication may be treated according to rules 219 and 220, thus:**

How dare you address me thus?
What is Hector to me, and why should I obey him?
What is Hector to me? and why should I obey him?

Or such a predication may be followed by an exclamation mark if the writer wishes to indicate that the question is uttered with unusual emotion, thus:

How dare you!
What is Hector to me, and why should I obey him!
What is Hector to me! and why should I obey him!

The foregoing body of rules, though it may have the appearance of completeness, is far from being a complete treatment of end punctuation. A good many different sorts of exceptions to these rules arise in writing. For example, rule 210 would require a period after the predication

John said, " Why did you do it? "

but there is none. Rule 210 would require a period after the predication "let me see" in

There are (let me see) four ways of doing it.

but there is none. Rule 210 would require a period after the predication "I regret it" in

" I regret it," said John.

but there is a comma instead. To discuss in this book these and other exceptions to the rules that have been laid down would carry us too far away from the "main things." Nor would it be desirable; for though there are a good many different sorts of exceptions, the need of making them will rarely arise in the kind of writing that you will do. In your writing, therefore, apply rules 209–221 without making any exceptions. This practice will do you good; it will improve your English; and cases in which it will lead to error will almost never arise.

Class Assignment XLI

Be prepared to write the following statements on the blackboard, inserting, at the place indicated by the sign ∧ in each one, either a semicolon in accordance with rule 211 or a colon in accordance with rule 212. Remember direction 116.

1. I admit that your arguments have some weight ∧ still I am not convinced.

2. Of course he is very eloquent and polished ∧ nevertheless I do not enjoy his sermons.

3. I must be at my office in twenty minutes ∧ therefore we will postpone our consultation.

4. The first words of Mr. Dunne's resolution are as follows ∧ "Whereas the Supreme Ruler of the universe has seen fit . . ."

5. I should be convinced of the milkman's honesty but for this suspicious fact ∧ I found a frog in the milk can yesterday.

6. I have sent you by express the following books ∧

Scott's *Ivanhoe*
Thackeray's *Vanity Fair*
Macaulay's *Warren Hastings*
George Eliot's *Middlemarch*

7. I believe she will consent for this reason ∧ she will surely lose nothing, and she may gain something.

8. He wanted it to be legible and permanent ∧ so he wrote in ink.

9. His eyes were still unaccustomed to the dim light ∧ so he did not notice the change.

10. His spelling is very defective ∧ for example he habitually misspells *all right* and *separate*.

11. Mr. Bryan began his speech as follows ∧ "I shall address you to-night on the subject of true democracy."

12. All the cracks were filled with tow ∧ thus the craft was made seaworthy.

13. The money drawer was open ∧ it suggested a means of escape.

14. John was not interested in this talk ∧ he stuck to his work and said nothing.

15. There was much to be done ∧ my bag was still to be packed, and several good-by calls must be made.

16. My correspondent happened to know Nicholson ∧ he and Nicholson were members of the Cliquot Club.

17. He was at home again ∧ presently he would see his father.

18. My master is not in ∧ he is staying at his house in Murrayfield.

19. I only make two requests ∧ do not separate me from my children, and do not betray my secret.

20. On your journey remember these two things ∧ delay will be fatal to the success of our enterprise, and expense is not to be considered.

21. The knight confessed and received the sacrament ∧ then he put on his armor.

22. He has destroyed his usefulness ∧ in fact he has become a positive nuisance.

23. He rose to go ∧ this was evidently no place for him.

24. I have not come to amuse you ∧ I have come to tell you some plain facts.

25. The gentleman has spoken of the easy way ∧ let us now consider the just way.

26. You are rich and comfortable ∧ your children have Sunday dresses ∧ your wife plays on her melodeon.

27. A small *i* should always be dotted, thus ∧ i.

28. The man who discovered the telescope was paid with a dungeon ∧ the man who invented the microscope died of starvation.

29. I wish you to send me the following goods ∧

100 sheets of paper like the enclosed sample
100 envelopes to match
100 visiting cards from my plate

30. The statement should be changed so that it will read as follows ∧ "I do not know whom it is for."

31. The gas was burning low ∧ perfect silence reigned.

32. Ask the boy ∧ he is old enough to answer for himself.

33. Take your hands off ∧ what right have you to seize me?

34. Look at that rose ∧ its stem is broken.

35. You have the wrong number ∧ please ring off.

Theme 36

Imagine that you have in mind some plan which you wish to talk over with a friend living some distance away. Imagine that you are going to make a journey which will take you through the place where this friend lives. Write your friend a letter about a hundred words long telling a little of your plan; say that you are going to such and such a city at such and such a time; say that on your way to that city you will pass through the place where your friend lives and will stop there for a short time to talk over your plan with him or her; and tell when and where you wish your friend to meet you. Remember that the letter is to state these things:

what your plan is
what city you are going to
when you will arrive at the place where your friend lives, and how long you will stay there
when and where you wish your friend to meet you

The letter should be somewhat like the following:

32 Lincoln Street
Langdon, Illinois
October 2, 1915

Dear Billy

I wish that we could go on a little hunting expedition during the Christmas holidays up in the neighborhood of Whitefish Wisconsin. You know my uncle has a shack up there, and it is at our disposal if we want to use it this winter. I shall get to Joliet on Wednesday about noon and shall stay until two o'clock in the afternoon. Come down and meet me at the station if you can. We can lunch together and talk the matter over.

Yours sincerely
Dan Redmond

192 Oliver Avenue
Ditson, Michigan
January 30, 1916

Dear Anna

My mother and I have just been making our plans for the next summer vacation. We are thinking of going to Upper Harbor for a month or two. Both of us want you to come with us. I shall not tell you the details of the plan, for I expect to see you soon. On February 10 I am going to Cleveland to visit the Thompsons and shall stop in Detroit on that day. My train will arrive at 2:15, and I shall leave at 2:55. Come and spend that forty minutes with me at the station, and I will tell you all about our plans. I hope I can persuade you to be one of our party next summer.

Yours sincerely
Katharine Proctor

Before you write the letter, review rules 65, 67, 68–70. In the body of the letter apply rules 140–143, 145; in other parts follow the punctuation of the models above. Write the letter on a four-page sheet.

Review rules 75–82, 83–91, 99–101. Then address and stamp an envelope and enclose your letter. On the back of the envelope put the regular endorsement for theme 36.

CHAPTER XLII

THE END SEMICOLON AND THE END COMMA

THERE are in end punctuation two distinctions that it is important for you to understand. One is the distinction between the end semicolon and the end colon; this was studied in the last class assignment. The other is the distinction between the end semicolon and the end comma; and this is the subject of the following assignment.

CLASS ASSIGNMENT XLII

Be prepared to write the following statements inserting, at the place indicated by the sign ∧ in each one, either a semicolon in accordance with rule 211 or a comma in accordance with rule 214.

1. My name is Bagley ∧ why do you keep calling me Catterwall?

2. I recognize you now ∧ you are the man who brought my trunk.

3. He plunged his hand into his pocket ∧ there was nothing there.

4. Open the door quick ∧ it's raining, and I'm cold.

5. I can open the door ∧ I have a key.

6. The snow was four inches deep in the fields ∧ and in some places it had drifted to the depth of several feet.

7. The last trip was especially dangerous ∧ for the sailors were now exposed to the guns of the mutineers.

8. The master was in his shirtsleeves ∧ so the visitor was asked to wait a minute.

9. The hands of the office clock pointed to five ∧ so the editor laid down his pencil.

10. What was play then is no longer amusing ∧ what was work then is easy now.

11. I have no time to do it to-night ∧ I will do it in the morning.

12. The Greeks worshiped the god of wisdom ∧ whatever contended against their religion was foolishness.

13. The Spartan ideal was subdued strength ∧ violence was considered blameworthy.

14. The well was concealed by the snow ∧ and Porter stepped on one of the rotten boards that lay across its mouth.

15. We should surely not make such a contribution ∧ for his family would regard it as a humiliation.

16. It is a most erratic and incoherent book ∧ in fact I believe the author was a little insane.

17. A dull knife will not do at all ∧ in fact it would be worse than none.

18. They reached the fortress none too soon ∧ for the enemy were already at the harbor mouth.

19. He waited till the train came to a full stop ∧ then he jumped off.

20. Keep your hands up ∧ otherwise I will shoot.

21. Come at once if I telegraph ∧ otherwise wait for me.

22. He knocked over the screen ∧ and the dim light of the candle showed him the vanishing coat tails of his frightened guest.

23. I admit he has done me many favors ∧ nevertheless this offense cancels all my obligations to him.

24. Cab lamps gleamed by hundreds, and the sidewalks were thronged with gay people ∧ nevertheless I felt lonesome.

25. We asked what they wanted the basket for ∧ but they refused to explain.

26. The rain beat upon him, and the wind howled ∧ still he marched forward.

27. Most of the time he is dangerous ∧ still he has periods of apparent sanity.

28. A hot fire is necessary ∧ therefore a strong draft must be provided.

29. The crowd was thick, and the air in the hall was very close ∧ therefore I feared she would faint.

Theme 37

Write the following statements inserting, at the place indicated by the sign ∧ in each one, either a semicolon in accordance with rule 211 or a colon in accordance with rule 212. Remember rule 116.

1. His wife thought he would be thirsty ∧ so she had a pitcher of lemonade ready.

2. I saw no reason for moving ∧ therefore I stayed still.

3. We have in response to your order sent you the following books ∧

Dickens's *David Copperfield*
Scott's *Quentin Durward*
Thackeray's *Henry Esmond*
George Eliot's *Felix Holt*
Macaulay's *Samuel Johnson*

4. I will accept the stewardship only on this condition ∧ my authority over the management of the club must be absolute and final.

5. The scales were not accurate, and the measures had false bottoms ∧ still the customers made no complaint.

6. I will cite the following facts in favor of our plan ∧ first, the old plan was never satisfactory; and second, the proposed plan has the approval of every expert whom we have consulted.

7. He can't be rich ∧ no man gets rich at that trade.

8. The lodge seemed deserted ∧ not a light could be seen in any window.

9. He knocked ∧ there was no answer.

10. A lighted candle stood on the gravel walk ∧ it threw sparkles on the holly bushes.

11. One thing you cannot do ∧ you cannot deprive me of my land.

12. Cicero turned on Catiline with these words ∧ "How long will you try our patience?"

CHAPTER XLIII

VIRTUAL INDEPENDENT PREDICATIONS

We have seen that a command like "Give me my money" is considered an independent predication although it does not consist of a subject and predicate, but only of a predicate. Now, besides commands, there are many other kinds of expressions which are to be considered independent predications although they do not consist of subjects and predicates. For example, the words and groups of words printed in italics below should be regarded as independent predications:

Who was our first President? *George Washington.*
Who do you think gave me this? *My aunt.*
From whom did you buy this land? *From Mr. Bunn?*
I must go now. *Good-by.*
Good morning. **You are up early.**
Was it legal? *Of course not.*
Was the full value received? *By no means.*
Was Hamlet really mad? *Perhaps.*
You ask whether I have studied Greek. *No.*
Is he a rich man? *Yes indeed.*

These words and groups of words should be regarded as independent predications because each is equivalent to an independent predication, as shown in the following table:

George Washington	=	**George Washington was our first President**
My aunt	=	**My aunt gave it to me**

From Mr. Bunn	=	Did you buy it from Mr. Bunn
Good-by	=	I wish you well (*Good-by* is a contraction of *God be with you*)
Good morning	=	I wish you a good morning
Of course not	=	Of course it was not legal
By no means	=	By no means was the full value received
Perhaps	=	Perhaps he was
No	=	I have not studied Greek
Yes indeed	=	He is indeed a rich man

A word or group of words, like those above, which does not consist of a subject and predicate, but is equivalent to an independent predication, is called a **virtual independent predication.**

Virtual independent predications should be treated, as regards end punctuation, just like actual independent predications. That is, a virtual independent predication should be followed by end punctuation according to rules 209–221. Those rules need not all be restated here; but the following rules are particularly important in connection with virtual predications:

222 **A virtual independent predication that is not joined to a following predication by one of the six words**

and	**or**
but	**nor**
for	**neither**

should, if it is declarative and non-exclamatory, be followed by a period, a semicolon, or a colon — usually a period or a semicolon, thus:

(In answer to the question *What is wrong with you?*)
Nothing. Why do you ask?

(In answer to the question *Are you acquainted with Hamil?*)
No; I never met him.

223 **If it is declarative and exclamatory, it should be followed by an exclamation mark, thus:**

How touching! I never saw the like.
A cup of water! Run quick.

224 **If it is interrogative, it should be followed by a question mark or an exclamation mark — usually a question mark, thus:**

(In answer to the statement *I will not go*)
Why? Everybody expects you.

(In answer to the statement *She has studied abroad*)
When? Where? I never heard of it.

Class Assignment XLIII

Be prepared to write the expressions printed in black type below, punctuating them according to rules 222–224. Capitalize the word following every inserted mark of punctuation
225 except a semicolon. *The bracketed matter is not to be written; it is printed only to make clear the meaning of the expressions in black type.* Every predication in brackets is supposed to be spoken by one person, and the following expression to be spoken by another person in reply. For example, the first expression represents part of a conversation between two persons. One says, "I have to buy a good many steel traps." The other answers, "Steel traps? What do you use them for?"

1. [I have to buy a good many steel traps.] **Steel traps what do you use them for?**
2. **Good night I hope you will sleep well.**
3. [The chaplain of the fleet once gave me sixpence.] **The chaplain you never saw the chaplain.**
4. **Hands off it is mine.**
5. **All aboard it is time for us to go.**
6. [I found this stone on the lake shore.] **Really where?**

7. [He says the price you offer is too small.] **Too small indeed how much does he expect?**

8. [Can you explain it?] **Nothing easier the two men were spies.**

9. [Here is your hat.] **Thanks have you found yours?**

10. [Atkins has gone.] **So much the better we are well rid of him.**

11. [Will you sit?] **If you please I am very tired.**

12. **Hello where are you going?**

13. [Give me some water.] **Very well will you have Apollinaris?**

14. [I am going to resign.] **All right just as you please you know your business best.**

15. [Will you do me a favor?] **With pleasure I shall be glad to be of service to you.**

16. **One moment what is your name?**

17. [I am ready now.] **All right come along.**

18. [Have you ever been in Boston?] **Certainly I lived there three years.**

19. [Do you know what "southpaw" means?] **Of course where do you suppose I have lived all my life?**

20. [Are the European forests neglected?] **By no means the government takes very good care of them.**

21. **Good evening will you walk in?**

22. [Do you mind coming a little way with us?] **Not at all in fact I will go all the way if you wish.**

23. **I got a good salary. And not only that my traveling expenses were paid too.**

24. [He got four thousand for it.] **As much as that you surprise me.**

25. [I have some apples here.] **Good that's just what I want.**

26. [Shall we go now?] **Yes get your hat.**

27. [Where is my portfolio?] **In the library shall I get it for you?**

28. [I don't like to trouble you.] **No trouble at all I am glad to be of service.**

29. **Hello boys where are you going?**

30. **To the circus come along.**

Theme 38

Write the following statements inserting, at the place indicated by the sign ∧ in each one, either a semicolon in accordance with rule 211 or a comma in accordance with rule 214.

1. I like red hair and crooked noses ∧ in fact I am fond of downright ugliness in the human physiognomy.

2. The abuses finally became intolerable to the faculty ∧ and the students themselves favored a reform.

3. He remained silent ∧ for fear had paralyzed his tongue

4. In a few weeks the office force was increased ∧ so the burden on each man was less.

5. I should like very much to accept your invitation ∧ but I have another engagement.

6. You can do nothing without honesty ∧ get that, and you get all.

7. They must trust their captain ∧ if they distrust him, they are lost.

8. There is poison in his counsel ∧ the words he speaks are bitterness.

9. All good architecture is the expression of national life ∧ it is produced by a prevalent national taste.

10. I cannot give very much ∧ for my income is hardly sufficient for my own needs.

11. I feared that anything I might say would only anger him more ∧ therefore I kept silent.

12. She was to all appearance perfectly calm and self-possessed ∧ still I knew that inwardly she was extremely anxious.

CHAPTER XLIV

END PUNCTUATION — Continued

THE following assignment provides further exercise in the rules of end punctuation stated in chapters XLI and XLIII.

CLASS ASSIGNMENT XLIV

Be prepared to write the following expressions on the blackboard, punctuating them in accordance with rules
226 209–224. *After every inserted mark of punctuation write in brackets the number of the rule in accordance with which the mark is used. Capitalize the word following every inserted period.* Remember direction 127.

1. The depth of the water varies at one place it is four feet and at another it is twenty.

2. German is a hard study for me I manage to pass in it but that's all.

3. You are entirely mistaken about the whole matter listen I will explain it to you.

4. Going to church did me no harm I met a good sort of people and enjoyed myself with the younger set.

5. Look at the second argument does the gentleman expect us to take it seriously?

6. If we read every novel published what would happen we should go blind or insane.

7. Mr. Hathaway was usually called "the Indian" by his friends the name being suggested by his dark complexion and his gravity.

8. We prepared the house for the guests they were to stay only a few days but the house must be immaculate.

9. For several days I worked hard and went to bed dog-

tired then came the party and my disgust vanished I enjoyed it thoroughly and regretted that it must end.

10. These skates will not do the blades are too long.

11. The moon had not yet risen so we made our way slowly and cautiously.

12. Such books give me no pleasure in fact they fill me with weariness and disgust.

13. He is brave and strong and true nevertheless he cannot win against those odds.

14. Do you know who wrote the book entitled *White Wings* it was a man named Black.

15. He believes that his invention will make him rich hence his elation.

16. I found everything in the shop as I had left it the bottles being ranged as neatly as ever on the shelves.

17. The past winter has been mild the temperature has averaged only forty-one degrees.

18. The smoke at last cleared away then we saw that our enemy had struck his colors.

19. Chapman was not in the mood for a picnic moreover he disapproved of picnics on Sunday.

20. There should be two courses in chemistry students who have studied the subject before should be taught in one class and beginners should be taught in another.

21. Along the east side are a number of plum trees and several flower beds dot the lawn near by.

22. I must go now good-by I'll see you to-morrow.

23. She cared nothing for society her one interest being the care of her father's house.

24. I have worked in two departments of the factory one summer I worked on the grinding floor and another summer I was employed in the shipping room.

25. There are two routes to Spain they are the Atlantic route and the dream route.

26. Formerly he had been a rough loud-swearing sailor now his manners were mild and gentle and he was very religious.

27. I employed a tutor but it was useless I could not master the subject.

28. Next day he saw the old woman sitting in the same place he approached and asked her who she was.

29. What is there to show for the money invested practically nothing.

30. A million dollars would yield an income quite sufficient for my needs and a little to spare thus I should not be troubled by the problem of earning a living.

Theme 39

Write the expressions printed in black type below, punctuating them according to rules 222–224. Observe direction 225.

1. [But he is out of work.] **So much the better he will be more easily induced to join us.**

2. [What did you use?] **Ink did you ever try it?**

3. [I am going to get a trap.] **No use the rats won't touch it.**

4. [Emily is to be married.] **When do tell me.**

5. [Is your life insured?] **Yes my house is too.**

6. [Who is that handsome lady near the door?] **Miss Neville haven't you been introduced to her?**

7. [Are you going to grow a mustache?] **No why should I?**

8. [Has Bowers ever been in jail?] **Not to my knowledge why do you ask?**

9. [Hadley is considered very clever.] **Really what can he do?**

10. [Do you like oranges?] **Very much we have them every morning for breakfast.**

CHAPTER XLV

END PUNCTUATION — Continued

ONE more general exercise in applying the rules of end punctuation:

CLASS ASSIGNMENT XLV

A

Be prepared to write the following expressions, punctuating them according to rules 209–224. Observe direction 226. Remember direction 127.

1. They divided the money equally among themselves each swearing to keep the expedition a secret.
2. This belt runs very slowly and on it the pressman puts the papers they are then carried to the distributing room.
3. At three o'clock the second edition is printed this edition is all sent out of the city by mail.
4. The first papers of the third edition go to the newsdealers these men take from fifty to two thousand copies each next the newsboys get their ten or twenty copies each.
5. Baines refused to undertake the work therefore I went to Carew.
6. The report spread to remote villages and people from far and wide came to see the wonderful display.
7. Various accidents may happen to you for example you may be delayed by floods or by forest fires.
8. The screws of the telescope must be accurately adjusted otherwise the readings will be incorrect.
9. When I become an engineer I shall accomplish great things that is what I expect now at any rate.
10. The doctor had no idea what the disease was he had never seen such a case before.

11. The fleet numbered only twenty ships of these only a few were fit for service.

12. Iago was purely a villain he did evil for evil's sake.

B

Be prepared to state how the following passage should be punctuated according to rules 209–215.

The cook presently began to build a fire this was a sign that dinner would be ready before long so Dick decided to wait at the camp until he had satisfied his hunger for his strength was now nearly exhausted by the long journey which he had taken.

To make sure that his letter was safe he felt in his pocket it was empty this discovery filled him with alarm but he kept his self-control and made no sign of uneasiness he presently strolled back toward the wall he thought that the letter might have fallen out of his pocket while he was climbing over the wall.

Some of the men stood near the wall they appeared to be excited they were talking very loud for Dick heard their voices from a considerable distance still he could not make out what they said.

Dick feared danger so he held himself in readiness for instant flight he stepped aside among the bushes then he crouched behind a rock all the while he kept a sharp eye on the group of men at the wall.

THEME 40

Write a plain, straightforward description of your home. Tell about four things:

the location of your home
the immediate surroundings of the house — that is, the yard, the trees, the drive, the stable, the garage; or, if there is no yard, the neighborhood in which the house is situated
the size and appearance of the house
your own room

A description something like the following will do:

MY HOME

I live at 413 North Orchard Street. The house stands about fifteen feet from the sidewalk in a yard about a hundred feet square. Almost all the yard consists of lawn, which in summer is beautifully green and well kept. Near the house are five or six young trees which look rather pretty but do not yet furnish much shade. Along the front of the yard there is nothing between the lawn and the sidewalk; but on the other three sides is a hedge of spirea and hydrangea bushes. All along the hedge on these three sides of the yard is a narrow flower bed full of all kinds of flowers in summer. There are also many pretty shrubs bordering the foundation of the house, and a narrow flower bed lies just outside this border around three sides of the house. On the fourth side a gravel driveway leads just beside the house to a garage in the back yard. The house is a three-story frame building painted dark green and yellow. The roof slopes up on all four sides and is pierced in front and behind by two small dormer windows. A wide veranda extends across the front of the lower story. My room is in the back of the house on the second story. Its windows overlook the lawn and the young trees. This is not only my sleeping room but my study room also. Here I have a bookcase and a desk with a green-shaded student lamp. The rug and the window curtains are dark green.

Let your description be about two hundred words long. Observe directions 143, 145.

SUPPLEMENTARY RULES

IRREGULAR VERBS

227 Mistakes are often made in the use of the verbs listed in the first column of the table below. The second column shows the correct past active forms of these verbs; the third column shows the correct perfect active forms; the fourth column shows the correct present passive, past passive, future passive, and perfect passive forms. The second, third, and fourth columns give only third-person-singular forms; from these the forms for other persons and numbers can easily be inferred. For instance, if we know that the correct third person singular perfect active of *tear* is

has torn

we know that the other perfect active forms of *tear* are

have torn
hast torn

If we know that the correct third person singular present passive of *begin* is

is begun

we know that the other present passive forms of *begin* are

am begun
art begun
are begun

	Past Active	*Perfect Active*	*Present, Past, Future, and Perfect Passive*
begin	began	has begun	is begun was begun will be begun has been begun
beseech	besought	has besought	is besought was besought will be besought has been besought

IRREGULAR VERBS — *Continued*

	Past Active	*Perfect Active*	*Present, Past, Future, and Perfect Passive*
blow	blew	has blown	is blown was blown will be blown has been blown
break	broke	was broken	is broken was broken will be broken has been broken
buy	bought	has bought	is bought was bought will be bought has been bought
cast	cast	has cast	is cast was cast will be cast has been cast
catch	caught	has caught	is caught was caught will be caught has been caught
come	came	has come	
cost	cost	has cost	
creep	crept	has crept	
do	did	has done	is done was done will be done has been done
draw	drew	has drawn	is drawn was drawn will be drawn has been drawn
drink	drank	has drunk	is drunk was drunk will be drunk has been drunk

IRREGULAR VERBS — *Continued*

	Past Active	*Perfect Active*	*Present, Past, Future, and Perfect Passive*
drive	drove	has driven	is driven was driven will be driven has been driven
dwell	dwelt	has dwelt	
eat	ate	has eaten	is eaten was eaten will be eaten has been eaten
fall	fell	has fallen	
feed	fed	has fed	is fed was fed will be fed has been fed
flee	fled	has fled	
fly	flew	has flown	
freeze	froze	has frozen	is frozen was frozen will be frozen has been frozen
give	gave	has given	is given was given will be given has been given
go	went	has gone	
grow	grew	has grown	is grown was grown will be grown has been grown
kneel	knelt	has knelt	
know	knew	has known	is known was known will be known has been known

IRREGULAR VERBS — *Continued*

	Past Active	*Perfect Active*	*Present, Past, Future, and Perfect Passive*
lay	laid	has laid	is laid was laid will be laid has been laid
lead	led	has led	is led was led will be led has been led
lie	lay	has lain	
pay	paid	has paid	is paid was paid will be paid has been paid
ride	rode	has ridden	is ridden was ridden will be ridden has been ridden
ring	rang	has rung	is rung was rung will be rung has been rung
run	ran	has run	is run was run will be run has been run
see	saw	has seen	is seen was seen will be seen has been seen
seek	sought	has sought	is sought was sought will be sought has been sought

IRREGULAR VERBS — *Continued*

	Past Active	*Perfect Active*	*Present, Past, Future, and Perfect Passive*
send	sent	has sent	is sent was sent will be sent has been sent
shake	shook	has shaken	is shaken was shaken will be shaken has been shaken
shine	shone	has shone	
shoe	shod	has shod	is shod was shod will be shod has been shod
shrink	shrank	has shrunk	
sing	sang	has sung	is sung was sung will be sung has been sung
sink	sank	has sunk	is sunk was sunk will be sunk has been sunk
sit	sat	has sat	
speak	spoke	has spoken	is spoken was spoken will be spoken has been spoken
speed	sped	has sped	
spend	spent	has spent	is spent was spent will be spent has been spent
spring	sprang *or* sprung	has sprung	is sprung was sprung will be sprung has been sprung

IRREGULAR VERBS — *Continued*

	Past Active	*Perfect Active*	*Present, Past, Future, and Perfect Passive*
steal	stole	has stolen	is stolen was stolen will be stolen has been stolen
strive	strove	has striven	
swear	swore	has sworn	is sworn was sworn will be sworn has been sworn
sweep	swept	has swept	is swept was swept will be swept has been swept
swim	swam *or* swum	has swum	is swum was swum will be swum has been swum
take	took	has taken	is taken was taken will be taken has been taken
teach	taught	has taught	is taught was taught will be taught has been taught
tear	tore	has torn	is torn was torn will be torn has been torn
thrive	throve *or* thrived	has thriven *or* has thrived	
throw	threw	has thrown	is thrown was thrown will be thrown has been thrown

IRREGULAR VERBS — *Continued*

	Past Active	*Perfect Active*	*Present, Past, Future, and Perfect Passive*
tread	trod	has trodden *or* has trod	is trodden *or* is trod was trodden *or* was trod will be trodden *or* will be trod has been trodden *or* has been trod
wear	wore	has worn	is worn was worn will be worn has been worn
weave	wove	has woven	is woven was woven will be woven has been woven
weep	wept	has wept	
win	won	has won	is won was won will be won has been won
write	wrote	has written	is written was written will be written has been written

SPELLING

228 Be careful not to misspell the following words:

accidentally	among	athlete
accommodate	amount	athletic
across	apart	athletics
afraid	apiece	attack
all right	around	attacked
almost	arrange	beginning
already	arrive	belief
always	ascend	believe

benefit
beneficial
business
busy
carriage
clothes
coming
comparative
consider
convenient
dealt
decide
decision
descend
describe
description
destroy
difference
different
dining
disappear
disappoint
drown
drowned
drowning
earnest
embarrass
enough
equal
etc.
exercise
exhaust
exhibit
exist
existence
experience
explanation
February
fed
few
finally
formerly
forty
grammar
guard
handsome
height
huge
hungry
imagine
immediate
immediately
incident
incidents
incidentally
interest
invitation
itself
laid
lightning
lying
minute
month
necessary
Niagara
nowadays
occasion
occasional
occasionally
occur
occurred
occurrence
occurring
operate
opportunity
paid
partner
pastime
perform
perhaps
persuade
pertain
possess
preparation
profession
professional
professor
prove
pursue
rapid
receive
recognize
recommend
regular
restaurant
rough
separate
separation
shoulder
similar
sophomore
speech
stretch
strict
studying
succeed
sure
surely
surprise
therefore
those
together
until
view
village
weather
whether
whom
whose
writer
writing

WRITING WORDS "SOLID"

229 To write a word "solid" is to write it without separating its syllables either by space or by a hyphen. For example, the following words are written "solid":

together	moreover	whoever
instead	nevertheless	childhood
otherwise	notwithstanding	overcome

Each of the following words should be written "solid":

(*a*) Words ending in *boat:*

steamboat	sailboat	lifeboat
rowboat	iceboat	

(*b*) Words ending in *body:*

anybody	nobody
everybody	somebody

(*c*) Words ending in *ever:*

whoever	whichever	whenever
whomever	however	wherever
whatever		

(*d*) Words ending in *father, mother,* etc.:

grandfather	grandson
grandmother	granddaughter
forefather	grandchild
granduncle	grandchildren
grandaunt	

(*e*) Words beginning with *fore* and *after:*

forenoon	forethought
afternoon	afterthought

(*f*) Words ending in *hood:*

childhood	boyhood	womanhood
manhood	girlhood	brotherhood

(*g*) Words beginning with *in* and *out:*

inside	indoors
outside	outdoors

(*h*) Words ending with *light:*

sunlight	daylight
moonlight	twilight

(*i*) Words beginning with *mid:*

midnight	midsummer
midday	midwinter

(*j*) Words beginning with *mis:*

misfortune	misdirect
mistake	misspell

(*k*) Words beginning with *out:*

outbreak	outstretch	outlet
outburst	outplay	outrage
outdo	outstrip	outside

(*l*) Words beginning with *over:*

overcoat	overwhelm	overvalue
overshoe	overwork	overcome
overtake	overestimate	overhead
overthrow	overjoyed	

(*m*) Words ending in *self* or *selves:*

myself	itself	yourselves
thyself	oneself	themselves
himself	ourselves	
herself	yourself	

(*n*) Words beginning with *some:*

somewhat	somehow
sometimes	somewhere

(*o*) Words beginning with *there:*

therefore	thereafter
thereby	thereupon

(*p*) Words beginning with *under:*

underbrush	undergo	undervalue
undertake	underestimate	underneath

(*q*) Words beginning with *up:*

uplift	upstart	upshot
uphold	upkeep	upbringing

(*r*) Words beginning with *up* and *down:*

upright	upstairs
downright	downstairs

(*s*) Words ending in *ward:*

upward	backward	inward
downward	forward	outward

(*t*) Words beginning with *where:*

whereas	whereby	wherein
whereabouts	whereupon	

(*u*) Words ending in *where:*

anywhere	nowhere
everywhere	somewhere

(*v*) Words beginning with *with:*

withstand	within
withhold	without
withdraw	

(*w*) Miscellaneous words:

another	landlord	perhaps
apiece	likewise	pickpocket
bulldog	moreover	railroad
farewell	nevertheless	railway
furthermore	nickname	staircase
inasmuch	nonsense	stairway
indeed	notwithstanding	surname
instead	nowadays	throughout
landlady	otherwise	together

CAPITALS

230 Always capitalize words of race, nationality, and language. For example, always capitalize the following words:

English	American	Dutch
French	Indian	Swedish
German	Chinese	Norwegian
Latin	Japanese	Belgian
Greek	Turkish	Italian

231 Always capitalize *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday,* and *Sunday.*

232 Always capitalize *January, February, March, April, May, June, July, August, September, October, November,* and *December.*

GLOSSARY

Miscellaneous Notes on Diction, Grammar, Spelling, Hyphening, Capitalizing, etc.

Ad. Do not use "ad" for *advertisement.*

Add. The correct spelling of the common contraction of *advertisement* is *ad.* See **Ad** above.

All right. Write this expression always as two separate words. For example: "Is my hat *all right?*" "*All right;* I will go with you."

Any more. Always write this expression as two separate words. For example: "After that accident I did not play football *any more.*"

Any place. Do not use *any place* for *anywhere.* Say "We did not go *anywhere* last summer."

At last. Always write this expression as two separate words. For example: "*At last* the door was opened."

At least. Always write *at least* as two separate words. For example: "You are *at least* an inch taller than I."

Bunch. Do not use *bunch* for *party, group, set.* Say "a pleasant *party* of boys," "a pleasant *group* of boys," or "a pleasant *set* of boys."

By. Do not use *by* with *spend* (time); use *in.* Say "I spent my time *in* studying," "We spent most of the days *in* fishing."

Considerable. Do not use *considerable* for *considerably.* Say "The weather is *considerably* warmer to-day," "The wheat had grown *considerably.*"

Crowd. Do not use *crowd* for a small *party* or *group* of friends.

Different. (1) Do not say "different than"; say "different *from.*" For example: "A tailor's iron is different *from* an ordinary iron." "He is a different man *from* what he used to be." (2) Do not use *different* as an adverb; use *differently.* Say "I will behave *differently* in the future."

Disinterested. Do not use *disinterested* for *uninterested.* Say "The teacher was sorry that the class was so *uninterested.*"

Each other. Always write *each other* as two separate words. For example: "They tried to help *each other.*"

Easier. Do not use *easier* as an adverb; use *more easily.*

Easy. Do not use *easy* as an adverb; use *easily.*

Etc. Do not use *and* before *etc.*

Write "I was provided with all the tools I needed — hammers, saws, chisels, *etc.*"

Every place. Do not use *every place* for *everywhere*. Say "There was much discontent *everywhere* in the state."

Except. Do not use *ėxcept* for *accept*. Write "I *accepted* the invitation."

Fix. Do not use *fix* or *fix up* for *repair*, *arrange*, or *prepare*. Say "I must have my shoes *repaired*," "We *arranged* the rooms as attractively as possible," "He had *prepared* a plausible excuse."

Good. Do not use *good* as an adverb; use *well*. Say "He can sing *well*," "The engine works *well*."

Grand. Do not use *grand* except to mean *large*, *on a large scale*, *imposing*.

Help. Do not say "help but." Say "help doing something." For example, say "I could not *help laughing*," "I can't *help regretting* what occurred," "How could he *help feeling* sad?"

In back of. Do not say "in back of" for *behind*. Say "I hid *behind* the haystack," "There is a well *behind* the barn."

In front. Always write this expression as two separate words. For example: "I stopped *in front* of Franey's shop."

In order. Always write this expression as two separate words. For example: "I stood up *in order* to see better."

In regards to. Bad English. Say "in *regard* to." For example: "I am puzzled *in regard to* my future course."

In spite. Always write this expression as two separate words. For example: "I went out *in spite* of his warning."

Incidence. Do not use *incidence* for *incident*. Say "A strange *incident* happened," "He told of some interesting *incidents*."

Instance. Do not use *instance* for *instant*. Say "He hesitated an *instant*," "In an *instant* the storm broke."

Into. Do not use *into* with the verb *place;* use *in*. Say "He placed the box *in* the wagon."

Kind of. Do not use *kind of* for *somewhat*, *rather*, or *somehow*. Say "He seemed to be *somewhat* embarrassed," "It was *rather* pathetic," "I *somehow* felt sorry for him."

Ladened. Do not use "ladened" for *laden*. Say "a ship *laden* with silks and spices."

Laid. Do not use *laid* as the past tense of *lie;* use *lay*. Say "At ten o'clock last night I *lay* down and tried to sleep," "He put the papers in his safe, and there they *lay* for several weeks."

Lay. Do not use *lay* for *lie*. Say "He could not *lie* still," "Let the tree *lie* where it fell."

Laying. Do not use *laying* for *lying*. Say "I found him *lying* on a sick bed," "The dog *lying* there by the fire is mine."

Lays. Do not use *lays* for *lies*. Say

"The rug *lies* exactly where we put it," "A great task *lies* before us."

Lead. Do not use *lead* for *led*. Write "He *led* the way, and I followed," "He was *led* into the library," "Have you ever *led* an orchestra?" See rule 227.

Learn. Do not use *learn* for *teach*. Say "He will *teach* us to play the game," "Who *taught* you that trick?"

Leave. Do not use *leave* for *let*. Say "*Let* the water run until it gets cold," "They would not *let* me go."

Like. Do not use *like* for *as* or *as if*. Say "He tried to act *as* the rest did," "I felt *as if* I had done something wrong."

Loose. Do not use *loose* for *lose*. Write "Did he *lose* his money?" "I feared he was *losing* his mind," "I will not *lose* the package."

Lots, or a lot. In careful writing avoid using these words for *many* or *a great deal*. Write "I saw *many* of my friends there," "I had *a great many* errands to do," "He had *a large number* of admirers," "It caused me *a good deal* of trouble."

Luxuriant. Do not use *luxuriant* for *luxurious*. Say "a *luxurious* room," "to travel *luxuriously*."

Mad. *Mad* means *insane*. Do not use it for *angry*.

Most. Do not use *most* for *almost*. Say "*almost* everywhere," "*almost* everybody."

Not. (1) Do not use *not* to modify the predicate verb in a predication which, without the *not*, is still negative. For example, do not say "I haven't read no stories for a long time"; say "I have read no stories for a long time." Do not say "He hadn't had nothing to eat"; say "He had had nothing to eat." Do not say "Isn't there nobody here that you know?" Say "Is there nobody here that you know?" (2) Do not use *not* to modify the predicate verb in a predication qualified by *hardly*, by *scarcely*, or by *only* or *but* directing attention to the smallness of a number or quantity or degree. Do not say "He wasn't able to save hardly anything"; say "He was able to save hardly anything." Do not say "She isn't scarcely out of her teens"; say "She is scarcely out of her teens." Do not say "There weren't but three boys in the class"; say "There were but three boys in the class."

Note. When *not* has been incorrectly used with a *do* form of a verb, correct the error by omitting the *not* and changing the *do* form to a simple form. For example, to correct "I didn't see nobody I knew," omit the *not* (*n't*) and change *did see* to *saw*, thus: "I saw nobody I knew." Correct "She doesn't make only four dollars a week" thus: "She makes only four dollars a week."

N't (for *not*, as in *didn't*, *haven't*, etc.). See **Not.**

Of. Do not use *of* for *have*. Say "he could *have* come," "he must *have* gone," "he would *have* re-

fused," "you should *have* seen," "I may *have* lost it."

O'clock. In writing *o'clock*, do not omit the apostrophe, and do not capitalize the first letter. Write "It was three *o'clock*."

Ought. Never use *had* with *ought*. Say "Everybody *ought* to support this reform," "You *ought* to have accepted the offer," "We *ought* to go, *oughtn't* we?"

Perpendicular. Do not apply *perpendicular* (except in discussing geometry) to anything that does not stand upright; use *at right angles*. For example: "The front path is *at right angles* to the street."

Plan. Do not say "plan *on doing* something"; say "plan *to do* something." Say "We planned *to go* abroad," "She planned *to spend* the holidays with her aunt."

Principle. Do not use *principle* as an adjective. Write "the *principal* street," "my *principal* amusement." Do not use *principle* to mean the director of a school. Write "Mr. Jones is the *principal* of our school."

Probable. Do not use *probable* as an adverb; use *probably*.

Proven. Do not say "proven"; say *proved*. For example: "It has been *proved*," "His plan has *proved* successful."

Quite a few. Do not use "quite a few" for *a good many* or *a considerable number of*. Say "I have read *a good many* books on electricity." "*A considerable number of* accidents occurred."

Quite a little. Do not use "quite a little" for *a good deal of*, *a considerable amount of*. Say "We had *a good deal of* trouble," "There was *a considerable amount of* gold in the rock,"

Real. Do not use *real* for *very*. Say "*very* pretty," "*very* sad."

Regular. Do not use *regular* as an adverb; use *regularly*.

Remember. Do not say "remember of." Say "I cannot *remember going* there," "Do you *remember meeting* him?"

Resident. Do not use *resident* for *residence*. Say "the *residence* district of the city," "the *residence* streets."

Respectively. Do not use *respectively* for *respectfully*. Say "He gave me my hat *respectfully*," "Yours *respectfully*."

Reverend. Do not say "Reverend Smith." Say "the Reverend Mr. Smith" or "the Reverend John Smith."

Round. Do not put an apostrophe before *round*. Write "Suddenly an officer came *round* the corner."

Shape. Do not use *shape* for *condition*. Say "The house is in good *condition*."

Some day. Always write *some day* as two separate words. For example: "You will be sorry *some day*."

Some place. Do not use *some place* for *somewhere*. Say "He lives *somewhere* in Oregon," "You will

find the book *somewhere* in the library."

Some way. Always write *some way* as two separate words. For example: "He managed in *some way* to break the lock."

Sort of. Do not use *sort of* for *somewhat, rather,* or *somehow.* Say "I feel *somewhat* discouraged," "The affair was *rather* mysterious," "I *somehow* disliked the plan."

Than. Do not use *than* to mean *at that time;* use *then.*

Their. Do not use *their* for *there.* Write "I stayed *there* two hours," "*There* is no time to lose."

Then. Do not use *then* for *than.* Say "This is better *than* the other," "To-day is colder *than* yesterday was," "He ran faster *than* I did."

There. Do not use *there* for *their.* Write "They packed *their* trunks," "They have finished *their* work."

Till. Do not put an apostrophe before *till.* Write "I waited *till* he came."

To. This word is correctly used in three ways: (1) as a preposition (for instance, "He wrote *to* me," "I object *to* your words"); (2) as the sign of the infinitive (for instance, "Do you want *to* ride?" "No; I don't want *to* [ride]"); (3) as an adverb meaning *back* (for instance, "I fainted, but soon came *to* [i. e., *back* to consciousness]," "It swung *to* and fro [i. e., *back* and forth]," "The door slammed *to* [i. e., *back* into place — shut]"). With an adjective or an adverb, do not use *to* in the sense of *more than sufficiently;* use *too.* Write "It is *too* sour," "There are *too* many people here," "He went *too* fast." Do not use *to* in the sense of *also;* use *too.* Write "He laughed, and I laughed *too.*"

Too. See **To.**

Use. Do not write *use* for *used.* Write "Last winter I *used* to go skating almost every day," "He is not *used* to our cold winters."

Way. Do not use *way* for *away* or *far.* Say "*away* out at sea," "*far* back in the nineteenth century."

Ways. Do not say "a ways"; say "a *way.*" For example: "He lives a long *way* from here."

Woods. Do not say "a woods"; say "a *wood.*" For example: "Our camp was in the midst of a beautiful *wood.*"

Would have. Do not use *would have* for *had.* Say "If he *had* started sooner, he would not have missed the train."

Year. Do not say "the year *of* (such and such a number)"; omit *of.* Say "in the year 1907."

Your. Do not write *your* for *you are;* write *you're.* For example: "*You're* always welcome," "Come when *you're* ready."

APPENDIX

USE OF THE TERM *INDEPENDENT PREDICATION*

In the present system of instruction an exceedingly important part is played by the term *predication*, a new term — one, in fact, of my own coinage. The introduction and the frequent and prominent use of novel terminology, requires justification. I will try to explain the reasons for my use of the term *predication*.

One of the chief aims of this book is, as I have said in the preface, to teach the basic principles of punctuation. By far the most important thing for students to learn about punctuation is not to use the comma thus: ·

Outside of school I have read a number of books, most of these were written by modern writers.

Some nights I would get up at twelve o'clock and go rowing with another boy because it was too hot to sleep, when we had enough rowing we would go swimming.

and not use the period thus:

Each part should be oiled thoroughly with a good gun grease. All superfluous oil and grease being carefully removed.

I expect to receive a fair knowledge of English which will help me in my work. Also to get a better understanding of the work I have selected as my vocation.

To prevent and to correct the two faults exemplified above (the Comma Fault and the Period Fault) is one of the most important of the technical results for which instruction in writing is responsible.

The Comma Fault and the Period Fault cannot be effectively prevented or corrected by means of rules that employ the term *sentence*, because of the indefiniteness of that term. The word *sentence* is usually defined as a group of words that completely expresses a thought. As commonly used, it includes several

different kinds of verbal structures; the four principal kinds are represented by the following examples:

1. There is no use in asking him.
2. There is no use in asking him, for he will certainly refuse.
3. He will certainly refuse; so there is no use in asking him.
4. There is no use in asking him; he will certainly refuse.

Moreover, the term *sentence* sometimes applies, and sometimes does not apply, to the same verbal structure in the same grammatical context. For example, the expression "there is no use in asking him" is a sentence when written as in example 1 above; but when written as in examples 2 and 3, this same expression is not a sentence. Again, each of the structures "there is no use in asking him" and "he will certainly refuse" is a sentence when they are written thus:

There is no use in asking him. He will certainly refuse.

But neither of them is a sentence when they are written thus:

There is no use in asking him; he will certainly refuse.

For these reasons a rule directing what marks of punctuation should or should not be put at the end or in the midst of a sentence is sure to be vague and misleading. To illustrate: A rule that *the comma should not be used at the end of a sentence nor the period in the midst of a sentence* furnishes no effective base for operations against the Period Fault and the Comma Fault. For in many cases where the Comma Fault is committed, the erroneous comma does not stand at the end, but in the midst, of a "sentence"; and where the Period Fault has been committed, the erroneous period often stands at the end of what the writer intends shall be the "complete expression of a thought." It is possible, indeed, to formulate in terms of *sentence* a system of rules the observance of which would prevent the Comma Fault and the Period Fault; but such a system, in order to be exact, would have to be so complex and cumbersome that it would be of little use to students. What is needed for combating the two faults is a rule that is not only sound and comprehensive and unequivocal, but brief, easily grasped, and easily applied. Such a rule cannot be framed in terms of the sentence.

Such a rule, however, could be framed in terms of the *group of words composed of a subject and predicate and grammatically independent* if such groups could be designated by a class name. But there is no such class name in general use. Let us say, for the moment, that any *group of words composed of a subject and predicate and grammatically independent* is an *X*. Now, the term *sentence* is not equivalent to *X;* neither is the term *independent clause.* For instance, there are six *X's* in the following four expressions:

1. I will come to you immediately.
2. I will come whenever you need me.
3. I will surely come; you need have no fear about that.
4. I will come, and perhaps John will come too.

These six *X's* are as follows:

I will come to you immediately (in No. 1).
I will come whenever you need me (in No. 2).
I will surely come
you need have no fear about that } (in no. 3).
I will come
perhaps John will come too } (in No. 4).

The term *sentence* applies only to the first and second; it does not apply to the third, fourth, fifth, or sixth. And not only this; it applies to the whole of expression No. 3, which is not an *X*, but a pair of *X's;* and to the whole of expression No. 4, which is likewise a pair of *X's*. Thus it designates expressions not included under the term *X*. As to the term *independent clause*, it applies to the third, fourth, fifth, and sixth *X's*, but not to the first and second. This term, moreover, applies to the words "I will come" in expression No. 2; but those words, as there used, are not an *X*, but only a part of an *X*. Thus this term also includes things other than *X's*. In short, what I have called *X's*, though they form a distinct class of verbal structures, are nameless in all nomenclatures in general use. Therefore, since I needed a class name for *X's*, there was nothing for me to do but to coin a new term. I coined the term *independent predication;* and by means of this term I framed a fundamental rule of punc-

tuation (see rules 130, 131, 132, 137, 138) which I believe fulfills the requirements both of accuracy and of serviceableness, and which I believe will furnish an effective means of combating the Period Fault and the Comma Fault.

The word *sentence* is rarely used in the body of this book. In the preface I have used it freely because without doing so I could not make myself clear, and because in the preface I could use it without danger of being misunderstood. But in the lessons I have carefully avoided it, except in a few places where its use seemed unavoidable. I hope, however, that the preceding pages have made clear that I have not (as might appear from a superficial glance at the lessons) discarded the familiar term *sentence* and substituted the strange term *predication*. My reasons for not using *sentence* are (1) that in these lessons there is no need of using the word, because I have nothing to say about sentences in general and (2) that the use of the word would introduce confusion. And I use *predication* a great deal because I have a great deal to say about the class of verbal structures which that term accurately designates.

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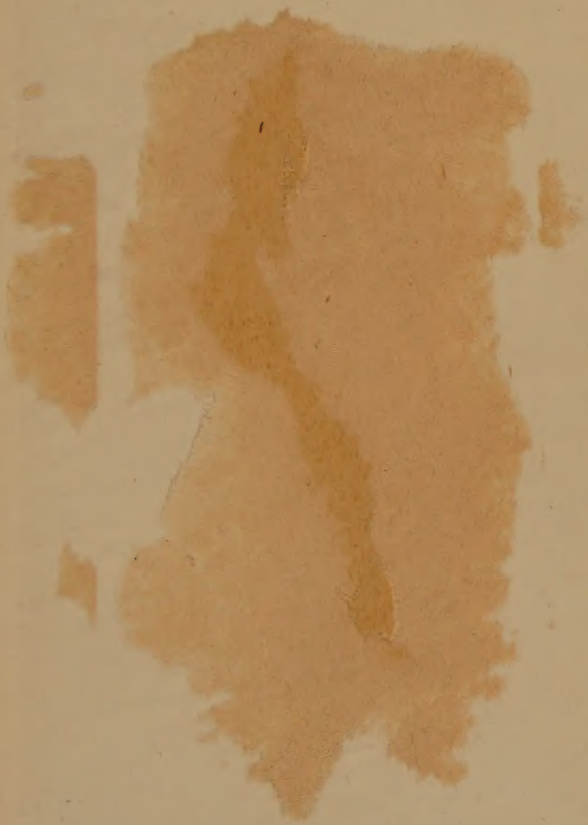
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